Collection of Child Welfare Syllabi from the 12 NCWWI Traineeship Programs
Acknowledgements

This collection of syllabi is representative of the efforts of the twelve traineeship programs supported by the National Child Welfare Workforce Institute (NCWWI).

- Briar Cliff University
- Case Western Reserve University, Mandel School of Applied Social Sciences
- Clark Atlanta University Whitney M. Young Jr. School of Social Work
- New Mexico State University School of Social Work
- Northeastern State University School of Social Work
- Portland State University School of Social Work
- Salem State University School of Social Work\(^1\)
- University of Illinois at Chicago Jane Addams College of Social Work
- University of Maryland School of Social Work\(^2\)
- University of Montana School of Social Work
- University of South Dakota Department of Social Work\(^3\)
- Yeshiva University Wurzweiler School of Social Work

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For more information:
Please visit the NCWWI website at www.ncwwi.org

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\(^1\) The Salem State University traineeship program has partnered with Bridgewater State University and Westfield State University.
\(^2\) The University of Maryland is in partnership with Morgan State University.
\(^3\) The University of South Dakota is in partnership with Oglala Lakota College.
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Background

In the fall of 2008, the Children’s Bureau created the National Child Welfare Workforce Institute (NCWWI) to build the capacity of the nation’s child welfare workforce and improve outcomes for children, youth, and families through activities that support the development of skilled child welfare leaders in public and tribal child welfare systems, and in private agencies contracted by the State to provide case management services traditionally provided by public child welfare.

The NCWWI envisions a child welfare workforce that is
- strengthened by professional education and leadership development;
- supported by organizational practices that mirror systems of care principles;
- led by middle managers and supervisors who engage workers in designing and delivering effective services; and
- skilled at delivering promising practices that improve outcomes for children, youth and families.

To promote effective child welfare practice and leadership development, the Institute is undertaking a number of activities, including
- Developing and delivering leadership training for mid-level managers and supervisors;
- Engaging and facilitating national peer networks;
- Identifying and strategically disseminating effective and promising workforce practices;
- Administering child welfare professional education traineeship programs; and,
- Advancing knowledge through collaboration and evaluation.

The NCWWI-initiated 12 traineeship projects in 2008. The NCWWI is responsible for administering and evaluating these professional education stipend programs throughout the five years of the project. The intent of these traineeships is to increase the knowledge and skills of individual stipend recipients, —especially related to leadership development; —address the workforce challenges of local child welfare systems; —and build the capacity of college and university social work programs to prepare students for positive, culturally competent, and productive careers in child welfare.

Selected university partners provide:

1. A traineeship program that awards financial assistance to select trainees;
2. An educational program that increases the knowledge and skills of individual stipend recipients to address the needs of children, youth and families served by child welfare agencies; and,
3. The development and improvement of child welfare curricula and programs to promote timely graduation of trainees, to increase their skill level, professional practice and leadership ability, and to support retention in the child welfare workforce.

To this end, each traineeship program has developed and enhanced their child welfare curricula. This collection of syllabi reflect examples of new courses that focus on child welfare practice as well as longstanding courses where child welfare information has been infused into existing content. All of the syllabi included in this collection were developed or enhanced as a part of a NCWWI Traineeship Program. This collection of syllabi is intended to be a resource for undergraduate and graduate social work programs illustrating of the range of approaches to developing or enhancing child welfare content within the traditional social work curriculum.
Section A:
Child Welfare Practice Courses
COURSE DESCRIPTION: This course prepares students for a career in child welfare and family services in the public or private sector. It addresses many of the competencies established by the state child welfare agencies and schools of social work for those preparing to work in agencies which strengthen families. It presents a model which is community based, family focused and child centered for helping families at risk. It addresses an array of services ranging from prevention, family support, and family preservation through protective services, foster care and adoption. The course examines the complex interplay of policy and law as they affect practice and service delivery. The course is grounded in ecological approaches, cultural competency, principles of family continuity, and the historic values of the social work profession.

As a part of this course students will learn from professionals representing community child welfare agencies who partner with the BCU social work program to develop child welfare professionals. The program requires attentiveness to systems of care, diversity, leadership, child and family service review (CFSR), child and family service plans (CFSP), state program improvement plans (PIP), and other issues that are linked to developing a competent child welfare workforce.

This class is designed to develop students as future leaders in child welfare. With this in mind, students are asked to assess themselves using the National Child Welfare Workforce Institute’s (NCWWI) Leadership Competency Framework:

1. Creativity and Innovation: Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.
   - Works with a team to coordinate a project using a creative process
   - Utilizes creative approaches to resolve client issues and barriers to services

2. External Awareness: Understands and keeps up to date on local and national policies and trends that affect the organization and shape stakeholders’ views; is aware of the organization’s impact on the external environments
   - Interacts positively with community agencies and stakeholders
   - Maintains an awareness of external political environment

3. Flexibility: Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.
   - Adjusts interactions with clients to adapt to current situation
   - Manages self during crisis situations
4. Strategic Thinking: Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment; capitalizes on opportunities and manages risks.
  ✔ Participates in agency strategic planning
  ✔ Completes assigned activities and tasks in the strategic plan
  ✔ Conducts planning with families towards the goals established with the family and is mindful of challenges and strengths

5. Visions: Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change; influences others to translate vision into action.
  ✔ Knows and understands the agency’s vision
  ✔ Reflects agency vision in casework activities

COURSE OBJECTIVES: As a result of having met the requirements of this course students are expected to be able to:

1. Describe the dual roles of empowering families and protecting children from maltreatment, and the legal, practical, and ethical dilemmas inherent in these sometimes conflicting responsibilities.

2. Describe contemporary child welfare and family services practice and programs within the historic context and evolution of the legal and policy framework.

3. Describe the values base of social work practice in family empowerment, child protection, family preservation, family continuity and permanency planning.

4. Examine their own disciplined use of self and emotional responses to client situations, particularly when values are challenged in issues of family and community violence, substance abuse and child maltreatment, and will develop strategies to deal with these responses.

5. Apply an advanced practice perspective (strengths and solution focused, culturally competent) to practice in the field of child welfare and family services in order to develop appropriate, individualized and culturally competent interventions.

6. Demonstrate specialized knowledge about high-risk families and vulnerable children needed to promote resilience, strengthen families and protect children.

7. Describe the impact of separation on children and families, and know how to promote attachment between children and parents, children and kin, children and substitute caregivers, and children and adoptive parents.

8. Students will understand the importance of culture, kinship networks, family structure and family functioning, in order to successfully work with families involved with the child welfare system.

9. Students will know societal, environmental and familial factors that place families and children at risk, will be able evaluate the level of risk to children and weigh it against the risks of separation and other risks of out of home placement in order to develop appropriate plans.

10. Demonstrate the ability to work collaboratively with community agencies and other disciplines involved with family work, and will demonstrate teamwork and mutual respect in work with parents, kinfolk, substitute caregivers and adoptive families.
SOCIAL WORK COMPETENCIES DEVELOPED IN THIS COURSE: Through the achievement of the course objectives students in this course will develop practice skills associated with the following social work competencies:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

REQUIRED TEXT AND OTHER RESOURCES:


The following professional journals are recommended: Child Welfare, Family and Society, Children and Youth Services, Social Work, International Journal on Child Abuse and Neglect. You will be expected to read widely from materials listed in the bibliography or given to you as handouts. You are encouraged to visit Internet sites listed in the text.

TEACHING METHODS AND STRATEGY: Methods used in this course will include in-class simulated experiences, lectures, discussions, readings, analysis of current research, group planning, critical thinking, reflection, and research. Material presented in the text and in class will reflect research findings, legislation, judicial decisions, professional literature, reports of social work practice, and interviews with practitioners. The text will provide a foundation for further research and student-led class discussions. Guest lecturers will provide insight into current problems, challenges, and services. Students will engage in discussion, presentations and will display self-directed learning through all contracted special projects and readings.

STUDENT RESPONSIBILITIES AND EVALUATION: Department of Social Work policies and practices are enforced as described in the student handbook. Students are responsible for attending all classes on time and remaining for the full class period, completing all reading and written assignments on schedule for class participation.

Students are expected to utilize BCU Online (Angel) to access course information and to upload all written assignments. If a student's home computer is not compatible with BCU Online the student is expected to use the computers available on campus. Students are expected to plan ahead and to meet all deadlines. Students must check email daily, as course news will be communicated through email.

1. Preparation for Classes – Students are expected to read assigned chapters and complete all online quizzes prior to class time (1:50 pm) the day the chapter will be discussed (up to 10 points per each chapter quiz with lowest two scores dropped, total of 100 points). There will be no opportunity to make up missed quizzes.
2. **Exams** – There will be two exams. The midterm will be a take home exam for which students will be asked to do a written assessment, addressing risk factors, signs of safety, and intervention strategies. The final exam will be comprehensive, covering all class discussions and assignments. This will address the competencies and course objectives, and assess the student’s preparation for entering the field of child welfare. *(Possible 200 points – 100 each)*

3. **Supplemental Reading Abstracts** – Each student is expected to do outside reading in professional journals or books and complete a minimum of two abstracts. Each reading should be summarized and analyzed in a two page abstract, with a half page summary and at least a page of critique/discussion. The critique and discussion should include an articulate analysis of the article, clearly comparing and contrasting the information with the *NASW Standards for Ethical Child Welfare Practice* and/or the *National Child Welfare Workforce Institute’s (NCWWI) Leadership Competency Framework*. Abstracts should have an APA bibliographic heading. These abstracts should address topics of interest to you. Heather will be happy to work with students to select articles, and even loan books or journals. See rubrics for full expectations and specific criteria for evaluation of this assignment. *(Possible 100 points - 50 points each)*

4. **Contracted Project** – Each student is required to review the course objectives, the *NASW Standards for Social Work Practice in Child Welfare*, and competencies for child welfare, think about their interests and learning needs, and establish a personal learning goal for this course. Each student then selects a topic or activity related to the individual goal. Students then develop a contract detailing how they will pursue their projects (interviews, library or internet research, agency visits, etc.) and how they will present this to the class on a specified date between 10/27 and 11/10 during a 25 – 30 minute presentation. The contract must be typed, specific, provide goals, and be thoroughly professional. Draft contracts must be submitted online on or before 9/27 and will be discussed in consultation with Heather on 9/28 or 9/29. Each student must have the contract approved by Heather.

Each project must be supported by a minimum of ten annotated references directly related to the topic. *(A sample annotated bibliography is located under Resources tab, BCU Online. Your bibliography may be briefer.) It should be written using appropriate APA style and submitted online before the presentation.*

The project concludes with an analysis of how the project contributed to the student’s professional development, including observations about at least five of the program’s educational competencies and/or the National Child Welfare Workforce Institute’s (NCWWI) Leadership Competency Framework (see above).

Students are encouraged to work in a team, but are not required to do so. For students who work with one or more fellow students, each student must have a contract signed by all members of the team. The project consultation with Heather must include all members of the team. The contract will specify specific expectations of each member of the team and Heather must sign off on the negotiated plan.

Plagiarism, which is the copying of any portion of another author’s work without giving credit to that person, is unacceptable *(Briar Cliff Student Handbook, p.48)*. Plagiarism will be reported to the Vice President of Academic Affairs and will result in an F grade. See rubrics for full expectations and specific criteria for evaluation of this assignment. *(Possible 100 points)*
5. **Professional Class Participation** – All students are expected to participate in class discussion. Professional demeanor includes actively listening to others in the class, asking pertinent questions of others, arriving on time or early for each class, informing Heather in advance if there is an emergency requiring absence from class, contrasting ideas from multiple sources, and respecting differing opinions while actively challenging ideas. Students will be expected to complete online quizzes related to each chapter in the text. Roll calls will occasionally include a brief sharing of ideas from the reading assignment or information gleaned from the newspaper and/or reputable Internet news source about the subject of the day’s discussion. When the roll call involves news accounts, students are expected to briefly identify 1) the news source; 2) date of the publication; 3) location of the reported news; 4) key points of the press release, 5) and a possible social work response. Students who are on time, ready to present roll call information, and participate actively in ALL classes will receive **up to 20 participation points** towards the final grade. Anyone who misses more than three classes (for any reason) will receive a one-step decrease in the final grade. (An A will become an A-, an A- will become a B+, etc.)

6. **Professional Community Participation** – Students who actively participate in a community child welfare meeting such as USD Systems of Care Training, Comprehensive Strategies for Youth, ICWA Training, Community Initiative for Indian Children and Families (CINCF), Breakthrough Collaborative or other meetings approved by Heather will receive **up to 10 bonus points for each meeting (up to 30 total points)** towards the final grade. Professional demeanor includes arriving on time or early; introducing yourself to and shaking hands with people you do not know; asking for business cards or writing down names and contact information; sitting with community professionals (rather than with fellow students); actively listening to others in the community discussion; asking pertinent questions of others; and respecting differing opinions while actively discussing ideas. Students are expected to submit a brief (one page) summary and critique of the meeting in the designated Angel drop box within two days of the meeting to receive the bonus points.

**DUE DATES FOR ASSIGNMENTS:** Assignments are to be submitted in the assigned Angel drop boxes. Assignments not submitted on or before the due date by class time (1:50 pm) are considered late.

**COURSE GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Pre-class online quizzes (12 @ 10 points, drop 2 lowest)</td>
<td>100</td>
</tr>
<tr>
<td>Exams (2 @ 100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Abstracts (2 @ 50 points each)</td>
<td>100</td>
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<tr>
<td>Project</td>
<td>100</td>
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<tr>
<td>Class participation</td>
<td>20</td>
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<tr>
<td>Community participation (up to 3 at 10 points each summary)</td>
<td>30 bonus points</td>
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**GRADING SCALE - based on percentage score:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B</td>
<td>88-89</td>
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<tr>
<td>B+</td>
<td>84-87</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C</td>
<td>78-79</td>
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<tr>
<td>C+</td>
<td>74-77</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>68-69</td>
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<tr>
<td>D+</td>
<td>66-67</td>
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<td>F</td>
<td>59 or below</td>
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© September, 2012
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>PREPARATION FOR CLASS</th>
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<tbody>
<tr>
<td>Wed 9/1</td>
<td>Introduction to SWRK 345 Child Welfare</td>
<td>➢ Review syllabus&lt;br&gt;➤ Be prepared to discuss your wants and offers relative to participation in this course&lt;br&gt;➤ Video presentation</td>
</tr>
<tr>
<td>Fri 9/3</td>
<td>Chapter 1: Introduction to Child and Family Services. This chapter provides a review of overarching themes including family continuity, cultural competency, and strengthening families; early intervention; and prevention services.</td>
<td>➢ Take online quiz for Chapter 1&lt;br&gt;➤ Roll Call: One fact that from Chapter 1 that surprised or intrigued you&lt;br&gt;➤ Family sculpting activity</td>
</tr>
<tr>
<td>Mon 9/6</td>
<td>NO CLASS – Labor Day Holiday</td>
<td>➢ Be thinking about your contract project</td>
</tr>
<tr>
<td>Wed 9/8</td>
<td>Chapter 2: Government Programs to Support Families and Children. This chapter examines family income security and poverty in the U.S. and its effects on children; supporting families with day care and child development programs; as well as the impact of “welfare reform” on families.</td>
<td>➢ Take online quiz for Chapter 2&lt;br&gt;➤ Roll Call: One fact that from Chapter 2 that surprised or intrigued you</td>
</tr>
<tr>
<td>Thu 9/9</td>
<td>USD Systems of Care Training</td>
<td>➢ Bonus Points for this Training Opportunity&lt;br&gt;➤ Munster Student Center in Vermillion, SD – University of South Dakota campus</td>
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<tr>
<td>Fri 9/10</td>
<td>Chapter 3: Services to Prevent Maltreatment and Support Families. This chapter examines preventative and family support, cultural diversity, community approaches to prevention and family support.</td>
<td>➢ Take online quiz for Chapter 3&lt;br&gt;➤ Roll Call: One question for guest speaker, Frank La Mere</td>
</tr>
<tr>
<td>Mon 9/13</td>
<td>Chapter 4: Child Welfare Principles and Practices. This chapter examines the fundamental principles of child welfare practice, the casework process, and the basic tasks in child welfare practice irrespective of program or service area.</td>
<td>➢ Take online quiz for Chapter 4&lt;br&gt;➤ Roll Call: One question for guest speaker, Pat Anderson</td>
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<tr>
<td>Wed 9/15</td>
<td>Chapter 5: Law and Procedure: Court Intervention with Children, Youth, and Families. This chapter examines the fundamental philosophy of the juvenile and family courts in relation to child abuse and neglect and delinquency matters. It outlines court procedures and the role of caseworkers in the court process.</td>
<td>➢ Take online quiz for Chapter 5&lt;br&gt;➤ Roll Call: One question for guest speaker from the Family Law Center&lt;br&gt;Dawn Kelley, BS 252-7868&lt;br&gt;<a href="mailto:dkelley@spd.state.ia.us">dkelley@spd.state.ia.us</a></td>
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| Fri 9/17   | Chapter 6: Protecting Children from Neglect and Abuse. This chapter examines the child protection process; types of abuse/neglect; special issues, including failure to thrive; identifying indicators of abuse/neglect; effects of parental substance abuse; theories on the etiology of abuse/neglect; mandatory reporting requirements; vulnerable populations and risk factors; screening and intake; case investigation; risk assessment; referral for family preservation or in home services; using court intervention to protect children; determining when placement is needed; case management and child safety; liability; questions of “false allegations;” forensic interviewing; central registry issues. | ➢ Take online quiz for Chapter 6  
➢ Roll Call: One question for guest speaker from the Child Advocacy Center  
Sherrie Schweder, LMSW 279-2548  
(2009)  
macka@mercyhealth.com  
Forensic Interviewer  
Mercy Child Advocacy Center |
| Mon 9/20   | Chapter 7: Family Preservation Services. This chapter examines family-based services for the child and family to prevent removal, kinship care and family continuity; informal vs. formal care, advantages and disadvantages of relative placement; family decision making model; and the effectiveness of family preservation programs and services. | ➢ Take online quiz for Chapter 7  
➢ Roll Call: One question for guest speaker  
Susan Bame Hoover, MACR 224-2175  
Full Circle Mediation  
fullcirclemediation@yahoo.com |
| Wed 9/22   | Chapter 8: Foster Care: History, Laws, Policies, and Structures. This chapter examines the philosophy and policies of foster care historically and currently; the federal and state roles; placement options; reforms over time; and professional issues. | ➢ Take online quiz for Chapter 8  
➢ Explore the following website:  
➢ Roll Call: Two interesting facts about CFSRs from the Children’s Bureau web site |
| Fri 9/24   | Planning for Contract Projects                                        | ➢ Meet at class time to share ideas and plan for contract projects and finalize preliminary ideas (Heather will be at Wartburg College) |
| Mon 9/27   | Chapter 9: Foster Care Practice and Issues. This chapter focuses on case planning and treatment interventions with children and parents in the context of child safety, permanency, and well-being. | ➢ Take online quiz for Chapter 9  
➢ Analyze video segments. Discuss the safety, permanency, and well-being issues addressed in each segment. |
| Wed 9/29   | No Class - Contract Project Consultations                              | ➢ Draft contracts due online by NOON 9/28  
➢ Sign up for an individual or team consultation with Heather on Tuesday 9/28 or Wednesday 9/29 to finalize your project contract |
<p>| Thurs 9/30 | Comprehensive Strategies for Positive Youth Outcomes – Community Meeting | ➢ Attend for bonus points at AEA Office in Morningside |</p>
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| Fri 10/1 | **Chapter 10: Families by Adoption**. This chapter examines the philosophies and policies of adoption historically and currently, the federal and state roles, the differences between private adoptions, intercountry adoptions and adoptions of children from the public child welfare system, matching family’s strengths to child’s needs; placement issues with sibling groups, special needs, older children; transracial, transcultural and international adoption; adoption subsidy and post adoption services; kinship adoption; open adoption and the adoption search; legal aspects of adoption. | ➢ Final contracts due online by 1:50  
➢ Take online quiz for Chapter 10  
➢ Roll Call: One question to ask foster-adoptive parent |
| Mon 10/4 | **Discussion of Abstracts (first)**  
**Preparation for Midterm Take Home Exam:** Assessing Family Strengths, Needs, Risk Factors, Signs of Safety and the Effectiveness of Systems of Care Intervention Strategies | ➢ First abstracts due online by 1:50  
➢ Be prepared to share your critical analysis in class |
| Wed 10/6 | **CINCF Meeting at Four Directions Indian Center, 613 Water Street** | ➢ Meet at 1:50 at the center |
| Fri 10/8 | University Holiday  
NO CLASS TODAY | |  

| Wed 10/11 | **Chapter 11: Juvenile Delinquents: The Community's Dilemma**. This chapter examines the interconnectedness of child abuse and neglect and juvenile delinquency, the historical and current development of delinquency services, risk factors, prevention and intervention strategies, female offenders, minority overrepresentation. | ➢ Take online quiz for Chapter 11  
➢ Roll Call: One question for guest speaker for Juvenile Court Services |
| Wed 10/13 | No Class – Heather presenting at Council on Social Work Education’s annual program meeting in Oregon | ➢ Work on projects and midterm exam (case assessment) |
| Fri 10/15 | No Class  
**MIDTERM EXAM DUE** - Take Home | ➢ Submit your case assessment (midterm exam) online by 5:00 pm |
| Mon 10/18 | **Chapter 12: Professional Responsibilities: Ethics and Advocacy**. This chapter examines professional responsibilities as outlined in the NASW Code of Ethics, identifies ethical issues unique to the child welfare environment, and discusses various types of child advocacy. | ➢ Take online quiz for Chapter 12  
➢ Roll Call: One important fact or idea from the chapter |
<p>| Wed 10/20 | <strong>Written Assessments</strong> - risk factors, signs of safety, and intervention strategies | ➢ Be prepared to discuss your written case assessment (midterm exam) |</p>
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➢ Prepare a question for guest Denise Gibson of Children's Alliance of Kansas, Topeka, Kansas |
| Mon 10/25  | Youth Advocacy: Elevate                          | ➢ Check out the ELEVATE website and one other youth oriented web site                   |
|            |                                                 | [www.elevate2inspire.com](http://www.elevate2inspire.com)                             |
| Wed 10/27  | Contracted Project Presentations                 | ➢                                                                                     |
| Fri 10/29  | Project Presentations                            | ➢                                                                                     |
| Mon 11/1   | Project Presentations                            | ➢                                                                                     |
| Wed 11/3   | Project Presentations - Possible CINCF Meeting at Four Directions Indian Center | ➢                                                                                     |
| Fri 11/5   | Project Presentations                            | ➢                                                                                     |
| Mon 11/8   | Project Presentations                            | ➢                                                                                     |
| Wed 11/10  | Project Presentations (if needed) Discussion of Abstracts (second) | ➢ Submit second abstract online no later than 1:50 pm and be prepared to discuss       |
| Fri 11/12  | Discussion of Abstracts Review for Exam and Course Evaluation | ➢ Bring questions to class                                                             
➢ Complete course evaluation online                                                                 |
| Tues 11/16 | FINAL EXAM 12:30 – 2:20                          | ➢ Prepare for comprehensive exam                                                    |
CHILD WELFARE WEB SITES:
• Administration for Children and Families, U.S. Department of Health and Human Services www.acf.dhhs.gov
• Adopt U.S. Kids www.AdoptUSKids.org
• American Academy of Pediatrics www.aap.org
• The American Bar Association Center for Children and the Law www.abanet.org/child/home.html
• American Humane Association www.americanhumane.org
• American Public Human Services Association www.apwa.org
• Anney E. Casey Foundation www.aecf.org
• Casey Journalism Center on Children & Families www.djc.umd.edu
• Center for Law and Social Policy www.movingideas.org
• Child Trends, Inc. www.childtrends.org
• Child Welfare Information Gateway www.childwelfare.gov
• Child Welfare League of America www.cwla.org
• Children, Youth, and Family Education and Research Network www.cyfernet.mes.umn.edu/index.html
• Children’s Bureau, Administration for Children, Youth, and Families, U.S. Department of Health and Human Services www.acf.hhs.gov/
• Children’s Defense Fund www.childrensdefense.org
• Children’s Rights, Inc. www.childrensrights.org
• The Clearinghouse on International Development in Child, Youth, and Family Policies www.childpolicyintl.org
• The Evan P. Donaldson Adoption Institute www.adoptioninstitute.org
• Families and Work Institute www.familiesandworkinst.org
• Family Life Development Center http://child.cornell.edu/fldc.home.html
• First Gov http://firstgov.gov
• Girls Study Group http://girlsstudygroup.rii.org
• Head Start Information and Publication Center www.headstartinfo.org
• Institute for Women Policy Research www.iwpr.org
• International Foster Care Organization www.Internationalfostering.org
• International Federation of Social Workers www.ifsw.org
• Kids Count www.aecf.org/aeckids.htm
• National Association of Child Advocates www.chiladvocacy.org
• National Association of Social Workers www.naswdc.org
• The National Campaign to Prevent Teen Pregnancy www.teenpregnancy.org
• National Center for Adoption Law and Public Policy www.adoptionlawsite.org
• National Center for Children in Poverty www.nccp.org
• National Center for Juvenile Justice www.ncjj.org
• National Center for School Engagement www.schoolengagement.org or www.truancyprevention.org
• National Center on Substance Abuse and Child Welfare www.ncsacw.samhsa.gov
• National Child Care Information Center www.ncccic.org
• National Child Welfare Resource Center on Legal and Judicial Issues www.abanet.org/child
• National Child Welfare Resource Center for Organizational Improvement www.muskie.usm.maine.edu/helpkids
• National Clearinghouse on Child Abuse and Neglect www.calib.com/nccanch
• National Council on Juvenile and Family Court Judges www.ncjfcj.unr.edu
• National Data Analysis System http://ndas.cwla.org
• National Family Preservation Network www.nfpa.org
• National Fatherhood Initiative www.fatherhood.org
• National Foster Parent Association www.kidsresource.com/nfpa/index.html
• National Head Start Association www.nhsa.org
• National Indian Child Welfare Association www.nicwa.org
• National Institute of Child Health and Human Development www.nichd.nih.gov
• National Resource Center for Family Centered Practice and Permanency Planning www.hunter.cuny.edu/socwork
• National Resource Center for Child Welfare Adoption www.nrcadoption.org
• North American Council on Adoptable Children www.nacac.org
• Office of Juvenile Justice and Delinquency Prevention http://ojjdp.ncjrs.org
• Prevent Child Abuse America www.preventchildabuse.org
• Race Matters Consortium www.racemattersconsortium.org
• THOMAS, Library of Congress http://thomas.loc.gov
• United States of America, All federal governmental agencies www.firstgov.gov
• United States Supreme Court www.uscourts.gov
• The Urban Institute www.urban.org
• U.S. Department of State www.state.gov/family/adoption or www.travel.state.gov/family/adoption/intercountry
• Zero to Three: National Center for Infants, Toddlers, and Families www.zerotothree.org

BIBLIOGRAPHY (emphasis on ethical child welfare practice):


Rubric for SWRK 345
Contracted Project - Possible 100 points

**Contracted Project** – Each student is required to review the course objectives, the NASW Standards for Social Work Practice in Child Welfare, and competencies for child welfare, and establish a personal learning goal for this course. Each student then selects a topic or activity related to the individual goal. Students then develop a contract detailing how they will pursue their projects (interviews, library or internet research, agency visits, etc.) and how they will present this to the class on a specified date between 10/27 and 11/10 during a 25 – 30 minute presentation. The contract must be typed, specific, provide goals, and be thoroughly professional. Draft contracts must be submitted online on or before 9/27 and will be discussed in consultation with Heather on 9/28 or 9/29. Each student must have the contract approved by Heather.

Each project must be supported by a minimum of ten annotated references directly related to the topic. (A sample annotated bibliography is located under Lessons tab, BCU Online. Your bibliography may be briefer.) It should be written using appropriate APA style and submitted online before the presentation.

The project concludes with an analysis of how the project contributed to the student’s professional development, including observations about at least five of the program’s educational competencies and/or the National Child Welfare Workforce Institute’s (NCWWI) Leadership Competency Framework.

Students are encouraged to work in a team, but are not required to do so. For students who work with one or more fellow students, each student must have a contract signed by all members of the team. The project consultation with Heather must include all members of the team. The contract will specify specific expectations of each member of the team and Heather must sign off on the negotiated plan.

Plagiarism, which is the copying of any portion of another author’s work without giving credit to that person, is unacceptable (Briar Cliff Student Handbook, p.48). Plagiarism will be reported to the Vice President of Academic Affairs and will result in an F grade. See rubrics for full expectations and specific criteria for evaluation of this assignment.
<table>
<thead>
<tr>
<th>Required Elements</th>
<th>A</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>Planning and Organization (30 total points)</td>
<td>On 9/27 the student submits online the title of project; articulate and concise thesis paragraph, clearly stating the goal of the project; and a complete outline of the total project. (10 possible)</td>
<td>On 9/27 the student submits online the title of project; thesis paragraph, clearly stating the goal of the project; and an outline of the total project. (7 possible)</td>
<td>Student misses deadlines by more than 24 hours; demonstrates little planning. (6 for any deadline missed or not planned)</td>
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<td></td>
<td>Student is prepared for the first consultation on 9/28 or 29 as demonstrated by an engaging, articulate, and planned discussion of the proposed project, arriving on time, etc. (10 possible)</td>
<td>Student is adequately prepared for the first consultation on 9/28 or 29 as demonstrated by an understandable discussion of the proposed project, arriving on time, etc. (7 possible)</td>
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<td></td>
<td>The student submits the final project on time, as negotiated and is thoroughly prepared as demonstrated by excellent time management, effective use of audio-visual aids, ability to answer questions, etc. (10 possible)</td>
<td>The student submits the final project on time, as negotiated and does not present more than or five minutes under or above negotiated timeframe. (7 possible)</td>
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<tr>
<td>Adequate Research and Coverage of Topic (25 points possible)</td>
<td>Evidence of in-depth reading and cogent written annotation of at least ten peer reviewed, academic sources. Clear, highly engaging and cogent incorporation and integrations of ideas from ten sources into the project and presentation. (25)</td>
<td>Evidence of basic understanding and clear written annotation of seven credible sources; clear and understandable incorporation of research into the paper or presentation, with most of the ideas integrated throughout the paper (17.5)</td>
<td>Fewer than seven sources; superficial or unclear incorporation of research (15)</td>
</tr>
<tr>
<td>Correct Writing (20 points possible)</td>
<td>All written materials (including Power Point Slides) are grammatically correct according to “The Little Brown Handbook;” APA style; written in 12 point font with 1 inch margins; numbered pages; written in third person. (20)</td>
<td>No more than three grammatical or spelling errors (14)</td>
<td>More than five grammatical and/or spelling errors; no page numbering; uses first or second person; incorrect formatting of references (13)</td>
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### Required Elements

| Critical Analysis  
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<td>Project includes and begins with a clear thesis or purpose statement and the project supports the thesis through presentation of research, which is supported through strong analysis. (For example, a thesis might be “Treatment programs for families who have experienced sexual abuse are increasing in numbers, but continue to have mixed outcomes.” A purpose statement might include, “The process for preparing and selecting new foster parents has become dramatically more systematic during the past twenty years. This presentation includes information about what programs are used nationally, how they differ from earlier programs, and how they have become more systematic.”)</td>
</tr>
<tr>
<td>C</td>
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<tr>
<td>A clear statement of thesis or purpose and a basic and clear development of ideas supporting the thesis or purpose. Clear analysis of how the project contributed to the student’s professional development, focusing on at least three of the program competencies and/or the National Child Welfare Workforce Institute’s (NCWWI) Leadership Competency Framework (17.5)</td>
</tr>
<tr>
<td>D</td>
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<tr>
<td>An attempt is made to support a thesis or purpose statement, but ideas do not logically support the thesis or purpose statement (15)</td>
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</table>

### SOCIAL WORK EDUCATIONAL COMPETENCIES:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Rubric for SWRK 345  
Two Supplemental Reading Abstracts  
Due 10/4 and 11/10  
(Possible 100 points - 50 points each)

**Supplemental Reading Abstracts** – Each student is expected to do outside reading in professional journals or books and complete a minimum of two abstracts. Each reading should be summarized and analyzed in a two page abstract, with a half page summary and at least a page of critique/discussion. The critique and discussion should include an articulate analysis of the article, clearly comparing and contrasting the information with the *NASW Standards for Ethical Child Welfare Practice* and/or the *National Child Welfare Workforce Institute’s (NCWWI) Leadership Competency Framework*. Abstracts should have an APA bibliographic heading (top of page). These abstracts should address topics of interest to you.

<table>
<thead>
<tr>
<th>Required Elements</th>
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<tr>
<td>Planning and Organization (20 total points)</td>
<td>Student submits abstract on time on 10/4 and 11/10 before class; student is well prepared for oral discussion of abstracts as demonstrated by planned use of notes and/or well articulated and brief explanation and critique of the article. (20 points for each abstract)</td>
<td>Student submits abstract on time on 10/4 and 11/10 before class; student is adequately prepared (does not appear to be “winging it” and has done some planning) (14 points for each abstract)</td>
<td>Student submits abstract after class but within 24 hours (13 points)</td>
</tr>
<tr>
<td>Correct Writing (10 points possible)</td>
<td>Abstracts are grammatically correct according to “The Little Brown Handbook,” APA style; written in 12 point font with 1 inch margins; numbered pages; written in third person; correct citation at the top of the abstract. (10 for each abstract)</td>
<td>No more than three grammatical, formatting, and/or spelling errors (7)</td>
<td>More than five grammatical, formatting, and/or spelling errors; no page numbering; uses first or second person; incorrect formatting of references (6)</td>
</tr>
<tr>
<td>Critical Analysis (20 points possible)</td>
<td>The abstract includes an engaging and articulate analysis of the article, clearly comparing and contrasting the information with at least three of the NASW Standards for Ethical Child Welfare Practice and/or the National Child Welfare Workforce Institute’s (NCWWI) Leadership Competency Framework. (20 points for each abstract)</td>
<td>The abstract includes a clear attempt to compare and contrast the information in the article with at least one of the NASW Standards for Ethical Child Welfare Practice and/or the National Child Welfare Workforce Institute’s (NCWWI) Leadership Competency Framework. (14 points for each abstract)</td>
<td>The attempted analysis does not logically relate to the NASW Standards for Ethical Child Welfare Practice and/or the National Child Welfare Workforce Institute’s (NCWWI) Leadership Competency Framework. (13)</td>
</tr>
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</table>
CUSW 415: ISSUES IN CHILD WELFARE

This syllabus provides a general plan for the course. Deviations may be necessary.

Instructor:  Mary Curtis Ashong, MSW, LCSW

Office Hours:  Monday: 3:00-4:30
              Wednesday: 3:00-4:30
              And by Appointment

Office Location:  224 Thayer Hall
Office Phone: 404-880-8861
Email: mashong@cau.edu

<table>
<thead>
<tr>
<th>Number/Sect</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester</th>
<th>Time</th>
<th>Level</th>
</tr>
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<tbody>
<tr>
<td>415/01</td>
<td>Issues in Child Welfare: Child Abuse, Neglect and Investigation</td>
<td>3</td>
<td>Fall 2010</td>
<td>10:00</td>
<td>UG</td>
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</table>

CATALOGUE DESCRIPTION: This course is designed to provide students with general knowledge and information on the subject of child abuse and neglect and places emphasis on the assessment, diagnosis, and treatment of child abuse and neglect. Upon completion of the course, should have a general knowledge and understanding of the various forms of child abuse and neglect. Students should also have knowledge of child abuse investigations, interviewing techniques as well as knowledge of available community resources to both prevent and treat child abuse.

COURSE DESCRIPTION: This course is designed to provide students with general knowledge and information on the subject of child abuse and neglect. The primary emphasis is on the assessment, diagnosis, and treatment of child abuse and neglect.

The Whitney M. Young, Jr., School of Social Work at Clark Atlanta University affirms an Afrocentric perspective; thus this course will give special attention to the experiences of African Americans within the context of child abuse and neglect.

PREREQUISITES: USW 200, USW 202, and USW 300, if the student has not completed any of the above courses, he/she must receive permission from the instructor.
COURSE OBJECTIVES:

1. Examine the policy and definitions of child abuse and neglect.
2. Understand the importance of cultural diversity and sensitivity.
3. Examine current research related to child abuse including: sexual abuse, physical abuse, emotional and psychological abuse and neglect.
4. Explore the processes of diagnosing, assessing, and interviewing in child abuse cases.
5. Examine different forms of treatment of child abuse.

LEARNING OUTCOMES: Upon completion of this course students will be expected to:

1. Understand the Child Abuse Prevention Treatment Act (CAPTA.1974)
2. Articulate definitions of child abuse and neglect.
3. Discuss current research related to the types of child abuse and neglect.
4. Discuss and explain the processes of diagnosing, assessing and interviewing in child abuse cases.
5. Understand, discuss and explain different forms of treatment of child abuse.
6. Articulate and explain strategies for reducing child abuse and neglect.

TEACHING/LEARNING METHODS: The teaching approach will consist of lectures, class assignments, open class discussions, guest speakers and presentations.

REQUIRED TEXT:


Note: Additional Readings will be assigned.

SUGGESTED REFERENCES:


GRADING AND OTHER POLICIES AND EXPECTATIONS: Satisfactory performance is required to obtain a grade of “C” or better in the course: recording exercises, unit tests, quizzes, papers, written assignments, class participation and field observation reports. Students that miss a unit test, with a legitimate excused absence, must sit for missed test within one week from the original scheduled date. The lecture and test schedule may be altered if unit topics take more time than previously anticipated. Quizzes will not be allowed for make-up. Thus, I strongly advise you to attend class on all quiz dates. Each student’s grade will be based on the total number of points accumulated during the semester with the averages and intervals computed by the instructor.

Example: Quiz 1 - 90
Quiz 2 - 95
Quiz 3 - 80
Presentation - 95
Total 90 divides by 4 = 90 = A

The grading scale is as follows: A - 90-100; B - 80-89; C - 70-79; D - 60-69; F-Below 60.
Plagiarism. Plagiarism will not be tolerated. No written material longer than three or four consecutive words may be copied from another source without a full citation crediting that course. Citations should include the author, title, date and publication information regarding the source. Papers must abide by the APA Style of Writing Manual. (See required books.)

Cell Phones. Students are required to turn off and put away cell phones during class. Do not leave class to make or answer a call.

COURSE REQUIREMENTS: Class participation includes weekly reading assignments, class discussions, monthly quizzes, journal articles review, group case study discussions and group presentations.

1. Student attendance and participation. The attendance policy for this course is in accordance with the overall CAU institutional policy. Additionally, it is assumed that students cannot receive full benefit of the course without consistent class attendance therefore your grade will be reduced by one letter grade for each absence after three (3). Students will be involved in a collaborative learning experience with each other and the instructor. Open discussion will be utilized to facilitate and build on course materials. Students are expected to fulfill their responsibilities as students, that is to read all ass

2. Students are expected to arrive to class on time. Students will not be admitted into class after the first ten minutes of class. Three (3) tardies equal one absence.

3. Examinations. Students will be tested monthly on reading materials.

4. Journal Article reviews. The article reviews are more than an account of your readings. It is an in-depth reflection process regarding your personal reactions, and thoughts to the readings. The reviews must be from various scholarly readings that are located at Woodruff Library, or identified Internet sites. All readings with the exception of the text are eligible for article reviews. One article review is due on each designated date. Due dates are 9-15, 9-29, 10-6, 10-20, 11-9, and 11-23.

Journal Article Review Requirements:
1. You are to select one article for each due date.
2. Locate articles that are relevant to the required reading material scheduled in the course topics.
3. Identify which reading you have selected and the author. Be sure to use annotated bibliography format, and APA style.

For each article do the following:
1. State the research problem.
2. Identify the key variables.
3. What is the purpose of the research?
4. What are the findings of the research?
5. Discuss your reaction to findings and the discussion. Your reactions should be connected to the points you have identified.
6. What are the strengths and weaknesses of the article? You need to be clear and specific. It is helpful to give examples from the readings to clarify your point.
7. You need to write the article review as if the instructor has not reviewed the readings.

Proofread your work. The use of correct grammar and spelling is very important and will impact your grade.
5. **Team Presentations.** Students will be organized into small groups of 3-4. Each group will make a presentation and lead a discussion on a child abuse or neglect issue/problem (sexual, physical, familial, etc.) that affects children or adolescents. Group presentation will begin in October. Dates will be announced. In order for students to obtain full benefit of the activity, students will need to meet as a group to prepare for critiques and discussion of the material they have collected for their presentation. Presentation and written report should include the following: discussion regarding the abuse or neglect issue(s) impacting the group selected; strengths and weaknesses of the group selected; strengths and weaknesses regarding what the team believes to be true about the need/problems experienced by the selected group and recommendations for treatment methods that might be used to address the need/problems of the selected group.

**BIBLIOGRAPHY:**


**ADDITIONAL REFERENCES:** The following references may be useful for students to aid with their understanding of the issues in child abuse and neglect.

“AUSSW Humanistic Values." Atlanta: The Atlanta University School of Social Work unpublished documents. (Required for philosophical use by all students).


**OTHER RESOURCES:**

- Child Welfare Information Gateway
- Georgia Association of Homes for Children
- Child Welfare League
- Children's Defense Fund
- State of Georgia Department of Human Resources
CUSW 415
Issues in Child Welfare: Child Abuse, Neglect and Investigation

Module I – Introduction to Child Welfare: Child Abuse, Neglect and Cultural Diversity Issues
Chapters 1 & 2, August 30 – September 13, 2010

Chapter 1 introduces the definition debate and theories of child abuse and neglect. History of child protection and CAPTA 1974. The focus of chapter is on issues of cultural diversity. We will discuss indicators of child abuse and neglect (how do we recognize it?). Theories to be examined include the medical model Behavioral and social learning, exchange theory, family systems theory and, the ecological approach among others. Cultural diversity issues include gender, race and ethnicity, marital status and, geographical location. A case study will also be reviewed and examined. The case of “Precious” video demonstrating forms of maltreatment.

E-BOOK Casey-CSSP

Module II – Sexual, Physical, Emotional and Psychological Abuse. Definitions of Neglect
Chapters 3, 4, 5 & 6 Weeks of September 20 – October 11, 2010

These chapters explore definitions, epidemiology, and indicators of sexual, physical, abuse, neglect and emotional and psychological abuse. Case studies are presented and examined for type of abuse.

Module III – Multidisciplinary Teams for Management, Diagnosing, Assessing, and Interviewing in Child Abuse and Treatment of the Abused and the Offenders
Chapters 7, 8 & 9 Weeks of October 18 – November 8, 2010

These chapters focus on multidisciplinary teams used for the management of child abuse. Problem-solving and conflict-resolution techniques are also provided. The processes of diagnosing, assessing, and interviewing and assessment techniques are also addressed. The treatment of abused and neglected children, their families and the offenders will also be examined. Support groups for parents and children are discussed.


Module IV – Program Evaluation and Prevention of Child Abuse and Neglect
Chapters 10 & 11 Weeks of November 15– December 1, 2010

Chapter 10 describes program evaluation of the parent support groups presented in chapter 9. Chapter 11 provides a brief discussion on policy and prevention of child maltreatment. Various strategies for reducing child abuse and neglect are examined.

*Note: Please be aware that the appendices contain excellent sections on the epidemiology of child abuse and neglect, reporting child abuse and neglect, teaching about domestic violence and child abuse and neglect, and obtaining further information on child maltreatment. You will also be provided with a protocol for interviewing children concerning abuse and neglect. Case studies will be analyzed whenever and wherever possible.
## Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>August 25, 2010</td>
<td>Classes Begin</td>
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<td>September 6, 2010</td>
<td>Labor Day (Holiday)</td>
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<tr>
<td>September 15, 2010</td>
<td>1st Journal article Due</td>
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<td>September 29, 2010</td>
<td>Journal article Due</td>
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<tr>
<td>September 29, 2010</td>
<td>Journal article Due</td>
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<tr>
<td>October 6, 2010</td>
<td>Journal article Due</td>
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<tr>
<td>October 9-13, 2010</td>
<td>Mid-semester exams</td>
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<tr>
<td>October 27, 2010</td>
<td>Journal Article Due</td>
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<tr>
<td>November 9, 2010</td>
<td>Journal Article Due</td>
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<td>November 23, 2010</td>
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UNIVERSITY OF ILLINOIS AT CHICAGO  
JANE ADDAMS COLLEGE OF SOCIAL WORK

SOCIAL WORK 527: ADVANCED CHILD WELFARE PRACTICE

Spring 2011

INSTRUCTOR: Alan Dettlaff, PhD, MSW
OFFICE: EPASW 4549
PHONE: 312-996-0044
E-MAIL: aland@uic.edu

PREREQUISITES: Student must be in concentration year, having completed SocW410 (HBSE), SocW430 (Practice I), SocW431 (Practice II), and SocW460 (Research I).

CREDITS: 3

COURSE DESCRIPTION: Advanced Child Welfare Practice prepares students for practice in public or private child welfare agencies with children and families who have experienced abuse or neglect. The course is designed to study the theoretical and programmatic aspects of child welfare practice, with particular attention to child welfare practice in Illinois. Emphasis is placed on the roles and functions of the child welfare worker, and the practical application of knowledge and skills in child welfare practice. Content focuses on the core competencies of child welfare practice from engagement and assessment of maltreatment to intervention and permanency planning. An emphasis on child welfare practice with the poor, the oppressed, racial, ethnic, and sexual minorities is infused throughout the course.

Prerequisites: Concentration year; HBSE, Practice I, Practice II, Research I.

REQUIRED TEXTS:


COMPETENCIES AND PRACTICE BEHAVIORS: Consistent with the College’s mission, this elective course will help students to acquire the following competencies and practice behaviors related to work with urban, at-risk populations:

1. Identify as a professional social worker and conduct oneself accordingly in practice.
   Social workers recognize the role of social work in identifying and responding to the needs of children and families who come to the attention of the child welfare system, and understand the relationship between practice with children and families and the professional value base of social work within an ethical framework.

   **Practice Behaviors:**
   • Identify opportunities for social work involvement in identifying and responding to the needs of children and families experiencing or at risk of abuse or neglect.
2. **Apply social work ethical principles to guide professional practice.**
Social workers understand the ethical issues and potential ethical dilemmas that are specific to working with children and families experiencing or at risk of abuse or neglect; and recognize the values and ethical principles which underlie child and family practices and policies.

**Practice Behaviors:**
- Apply ethical decision-making skills to practice with children and families experiencing or at risk of abuse or neglect.

3. **Engage diversity and difference in practice.**
Social workers recognize how issues of diversity—including age, culture, race, class and income level, religion or spirituality, disability, gender, and sexual orientation—influence assessment and intervention with children and families experiencing or at risk of abuse or neglect; understand how issues of diversity affect client vulnerability; understand cultural strengths and natural helping traditions that serve as promotive and protective factors; and understand how personal biases may influence practice with diverse children and families experiencing or at risk of abuse or neglect.

**Practice Behaviors:**
- Accurately identify and assess issues among diverse children and families who come to the attention of the child welfare system.
- Recognize how factors related to diversity may influence client functioning and help-seeking behaviors.
- Implement assessment and intervention tools that are culturally sensitive and appropriate to diverse clients.

4. **Apply knowledge of human behavior and the social environment.**
Social workers understand the person-in-environment perspective and how this affects children and families experiencing or at risk of abuse or neglect; understand how problems that bring families into contact with social workers result from and are intertwined with challenges they experience in securing adequate housing, childcare, employment, income, healthcare, and mental health services; and understand the child welfare system of service delivery as it relates to practice with children and families experiencing or at risk of abuse or neglect.

**Practice Behaviors:**
- Apply appropriate theories, models, and research to diverse children and families who are experiencing or at risk of abuse or neglect.

5. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Engagement:** Social workers understand the factors that promote and/or hinder engagement in practice with children and families experiencing or at risk of abuse or neglect.

**Practice Behaviors:**
- Engage and empower families to become invested in a collaborative and mutually respectful relationship.
- Approach and relate to families in a culturally sensitive and respectful manner.
- Convey a genuine respect for families’ culture, values, and traditions.

**Assessment:** Social workers recognize the relevant variables used to understand family dynamics; understand the bio-psycho-social factors that impinge on adult-child relationships and subsequent interactions; understand the impact of violence and trauma on children and families; understand the impact of abuse and neglect on children; and are familiar with evidence-informed multidisciplinary and multidimensional assessment methods and tools.
Practice Behaviors:
- Conduct comprehensive and culturally sensitive assessments with children and families.
- Identify the presence of abuse or neglect.
- Determine the level of immediate and future risk of abuse or neglect.
- Identify family needs, strengths, resources, and protective factors.
- Design and implement safety plans to protect children at immediate danger of harm.
- Identify relevant cultural factors and how these factors may affect service delivery.

Intervention: Social workers recognize and understand evidence-informed interventions for practice with children and families experiencing or at risk of abuse or neglect; understand how to use evidence to inform and develop interventions with children and families; are familiar with resources for identifying effective interventions with children and families experiencing or at risk of abuse or neglect; and recognize the role of communities in supporting children and families experiencing or at risk of abuse or neglect.

Practice Behaviors:
- Develop individualized and culturally sensitive plans of service that are tailored to the unique strengths and needs of each child and family.
- Work collaboratively with children, families, and extended networks to plan and coordinate services.
- Utilize formal and informal services to provide comprehensive systems of care that support family strengths.
- Collaborate with community-based networks of services in the planning and implementation of service delivery.
- Provide strengths-based, family-centered casework to children and families that have experienced trauma to support overall child and family well-being.
- Identify and assess for the presence of protective factors that may mitigate against the development of behavioral and/or emotional problems.
- Understand and apply evidence-informed practice models that reduce stress, prevent further trauma, and promote placement stability.
- Implement permanency planning activities that ensure children’s safety, stability, and well-being.
- Implement case activities that promote reunification and provide post-reunification services to children and their families.
- Develop and implement alternative permanency planning activities for children who cannot be reunited with their families.

Evaluation: Social workers recognize and understand methods to monitor and evaluate outcomes of practice with children and families experiencing or at risk of abuse or neglect.

Practice Behaviors:
- Use evidence-informed tools to evaluate progress, including changes in risk and safety, throughout the life of a case.
- Collaborate with service providers to evaluate service progress.
- Update and revise service plans to match current child and family needs.
COURSE REQUIREMENTS: Course requirements include the following:

EXAMS
Two exams and a final exam will be given. These exams will include material covered in class, as well as from assigned readings. Exams may include multiple choice, short answer, and essay questions. The final exam will be comprehensive. Review sessions will be held during the class period preceding each exam.

LITERATURE REVIEW
Students will conduct a thorough literature review on a current issue facing child welfare practice. The instructor will provide a list of current issues, but students may request instructor approval for a topic not on the list. A detailed description of the requirements of this assignment will be provided in class.

GRADING AND EVALUATION: All students will be held accountable for adhering to academic and nonacademic standards of conduct as described in the JACSW Student Handbook, available on JACSW Website. Attendance is mandatory. Absences may result in grade reduction.

Grading will follow a 10 point scale (A=90-100, B=80-89, etc.) Late assignments will be penalized 10 percent per day including weekends.

Exam 1  25%  02/15/11
Exam 2  25%  03/29/11
Literature Review  25%  04/26/11
Final Exam  25%  TBD

Contesting a grade on any assignment must be completed in writing to the instructor no later than one week after the grade was received. Include a complete explanation.

STUDENTS NEEDING ACCOMMODATION FOR DISABILITIES: Students needing accommodations for disability must do the following:

1. Go to the UIC Office of Disability Services to obtain confidential verification of the disability and a statement of accommodations recommended by that office.

2. Show the UIC Office of Disability Services accommodation letter to the instructor of the class for which the student requests accommodation. In the case of field instruction classes, the letter should be shown to the College field liaison or the Director of Field.

3. Accommodation letters are to be shown to the instructor at the beginning of the course or before the start of the course.
# TOPICAL OUTLINE:

<table>
<thead>
<tr>
<th>Session 1</th>
<th>01/11/11</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction to child welfare practice in Illinois:</strong> History of child welfare in Illinois; mission and mandate of the Department of Children and Family Services; mandated reporters; delegated authority; child welfare laws, consent decrees, rules, and procedures; ethical standards for child welfare practice.</td>
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  Chapter 1: An Introduction to Family and Child Services

Code of Ethics for Child Welfare Professionals
http://www.state.il.us/DCFS/docs/CodeEthics.pdf

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<th>Session 2</th>
<th>01/18/11</th>
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<tbody>
<tr>
<td><strong>Child Well-Being:</strong> Domains of well-being; stages of development and human behavior; family life cycles; separation and loss; attachment and bonding.</td>
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  Chapter 1: Child Development and Child Welfare


  Chapter 3: Maltreatment and the Developing Child

Session 3 01/25/11

Identification of maltreatment: physical and behavioral indicators of physical abuse, emotional maltreatment, sexual abuse, and neglect.


PART ONE: REPORTING AND SCREENING

What Is Neglect?
What Is Physical Abuse?
What Is Sexual Abuse?
What Is Psychological Maltreatment?

PART FOUR (b): INITIAL ASSESSMENT - NEGLECT

How Do I Determine if a Child Has Been Neglected?
How Do I Determine if it is Medical Neglect?
What Is Inadequate Supervision?
How Do I Assess Neglect among At-Risk Adolescents?

PART FOUR (c): INITIAL ASSESSMENT - PHYSICAL ABUSE

How Do I Determine Whether a Child Has Been Physically Abused?
What Medical Evaluation Is Needed When Physical Abuse Is Suspected?
How Do I Interpret Medical Tests for Physical Abuse?
What Conditions May Be Mistaken for Physical Abuse?
What Are the Tell-Tale Differences between Abusive and Non-Inflicted Injuries?
What Is Shaken Baby Syndrome?

PART FOUR (d): INITIAL ASSESSMENT - SEXUAL ABUSE

How Do I Determine if a Child Has Been Sexually Abused?
What Developmental Factors Should Be Considered in Interpreting a Child’s Disclosure of Sexual Abuse?
How Should I Interpret Sexualized Behavior in Children?
The Medical Evaluation for Possible Child Sexual Abuse
When Is It Needed, Who Should Do It, How Should One Prepare for It, and What Will Be Done?
How Do I Interpret Results of a Child Sexual Abuse Examination? What Conditions May Be Mistaken for Sexual Abuse?
How Do I Evaluate Suspected Sexual Abuse in the Adolescent Female?
When Does Sexual Play Suggest a Problem?

PART FOUR (e): INITIAL ASSESSMENT - PSYCHOLOGICAL MALTREATMENT

How Do I Determine Whether a Child Has Been Psychologically Maltreated?
Under What Circumstances Is a Child Who Witnesses Violence Experiencing Psychological Maltreatment?
Session 4  02/01/11

Child welfare intake and investigations: Statutory definitions of abuse and neglect; case opening; child welfare service continuum.

- Chapter 4: Child Welfare Principles and Practices
- Chapter 6: Protecting Children from Neglect and Abuse


PART FOUR (a): INITIAL ASSESSMENT - GENERAL
How Do I Differentiate Culturally Based Practices from Child Maltreatment?
How Should Child Protective Services and Law Enforcement Coordinate the Initial Assessment and Investigation?
How Do I Screen Caregivers’ Use and Abuse of and Dependence on Alcohol and Other Drugs and Its Effects on Parenting?
How Do I Screen Caregivers If I Suspect That They May Be Dangerous to Themselves or Their Children?
How Do I Decide Whether to Substantiate the Report?

Session 5  02/08/11

Skills in child welfare practice: Engagement, interviewing, cultural competence, documentation; theories of change; the role of the child welfare caseworker.


PART TWO: ENGAGEMENT
How Do I Connect with Children at Different Developmental Levels?
How Do I Develop a Helping Alliance with the Family?
What Principles and Approaches Can I Use to Engage Clients across Culture?
How Can I Use Authority Effectively and Engage Family Members?
How Do I Manage Difficult Encounters with the Family?
How Do I Respond to Feelings (Mine and My Client’s)?

PART THREE: INTERVIEWING
What Tools Are Appropriate to Facilitate Interviews with Children?
How Do I Interview a Child about Alleged Physical Abuse?
How Do I Interview Non-Maltreating Parents and Caregivers?
How Do I Interview the Alleged Perpetrator?
What Kinds of Questions in My Initial Assessment Interviews Will Generate Solutions and Enhance Safety?
Session 6  
02/15/11  
Assessment: Stages in assessment, underlying conditions (substance abuse, domestic violence, mental illness, developmental disabilities).


Chapter 5: Child Maltreatment in the Context of Substance Abuse
Chapter 6: Child Abuse in the Context of Domestic Violence


Session 7  
02/22/11  
Assessment: assessing child safety; assessing risk; interviewing children.


PART FOUR (f): INITIAL ASSESSMENT - RISK ASSESSMENT AND SAFETY EVALUATION
How Do I Assess Risk and Safety?
How Do I Consider Cultural Factors When Assessing Risk and Safety?
How Do I Assure a Maltreated Child’s Safety in the Home?
How Do I Protect Children When There Is a History of Domestic Violence in the Family?
How Do I Protect Children When Caregivers Have Chemical-Dependency Problems?
How Do I Protect Children from Hazardous Home Conditions and Other Poverty-Related Conditions?
When Do Family Preservation Services Make Sense, and When Should Other Permanency Plans Be Explored?
How Do I Decide Whether to Remove the Offender or to Remove the Child?
How Do I Assess Risk of Maltreatment in Foster Care and Kinship Care?
Session 8  
03/01/11  
Assessment: The Illinois model of integrated assessment; assessing for child and adolescent needs and strengths.


**PART FIVE (a): FAMILY ASSESSMENT - EMPHASIS ON THE CHILD**
How Do I Assess Child and Youth Behavior?  
How Do I Assess Child and Youth Development?  
How Do I Assess Child and Youth Emotional State?  
How Do I Recognize and Assess Common or Important Mental Health Problems in Children?  
What Preventive Pediatric and Dental Care Should Children and Youth Receive?  
How Do I Assess a Child’s Health Status?  
How Should I Assess a Child’s Social Support System?  
How Do I Assess a Child’s Behavior Related to Separation and Visitation?

**PART FIVE (b): FAMILY ASSESSMENT - EMPHASIS ON PARENTS/CAREGIVERS**
How Do I Assess a Caregiver’s Personal History and Its Meaning for Practice?  
How Do I Assess a Caregiver’s Parenting Attitudes, Knowledge and Level of Functioning?  
How Do I Assess the Care of Children with Major Medical Problems?  
How Do I Assess the Caregiver’s Strengths and Treatment Needs?  
How Do I Assess a Caregiver’s Motivation and Readiness to Change?  
What Do I Need to Know about Care Needs and Parenting Capacity in Caregivers with HIV or AIDS?

**PART FIVE: FAMILY ASSESSMENT - EMPHASIS ON FAMILIES**
How Do I Assess the Strengths in Families?  
How Do I Conduct an Ethnographic Interview to Learn about the Family’s Culture?  
How Do I Assess Family Functioning?  
How Do I Assess a Parent-Child Relationship?  
How Do I Assess the Treatment Needs of Children Affected by Domestic Violence?  
How Do I Assess the Likelihood of an Intervention Succeeding?

Session 9  
03/08/11  
Trauma-informed practice: Definitions of trauma; adverse childhood experiences; impact of trauma on development; steps for reducing trauma; trauma-sensitive service planning.


Session 10
03/15/11

Family preservation: Models of intact family services; goals of family preservation; the role of the child welfare caseworker.

   Chapter 7: Family Preservation Services


SPRING BREAK

Session 11
03/29/11

Permanency: Pathways to permanency; concurrent planning; models of family-centered practice (family team meetings, family group decision making).

   Chapter 8: Foster Care: History, Laws, Policies, and Structure
   Chapter 9: Foster Care Practice and Issues


PART SIX: SERVICE PLANNING
How Do I Match Risks to Client Outcomes?
What Outcomes Are Relevant for Intervention?
What Is Strengths-Based Service Planning?
How Do I Develop Measurable Goals and Objectives That Match Client Intervention Outcomes?
What Is Concurrent Placement Planning and How Do I Do It?
How Do I Use Family Meetings to Develop Optimal Service Plans?
How Do I Involve Fathers?
How Do I Develop a Collaborative Intervention Plan with the Kinship Network?
What Do I Need to Know to Plan Effectively across Child Welfare Programs?
Session 12  
04/05/11

Permanency: Working with caregivers; older caregivers; interviewing children in care; visitation plans.


PART SEVEN (a): INTERVENTION - EMPHASIS ON THE CHILD
What Types of Mental Health Treatment Should Be Considered for Maltreated Children?
What Are Effective Strategies to Address Common Behavior Problems?
How Do I Help Children Adjust to Out-of-Home Care Placement?
How Do I Help Children Maintain Their Cultural Identity When They Are Placed in Out-of-Home Care?
What Kinds of Pediatric Care Should Abused and Neglected Children Receive?

PART SEVEN (b): INTERVENTION - EMPHASIS ON THE PARENT OR CAREGIVER
How Can Parenting Be Enhanced?
What Interventions Are Available for Nonabusive Parents?
How Can I Help Parents and Caregivers Develop Social Skills and Make Positive Connections to the Community?
What Treatment Is Recommended for Sexual Abuse Perpetrators?
What Treatment Is Recommended to Address Physically Abusive Behaviors?
What Is the Most Effective Treatment for Depression?
What Interventions Are Most Effective in Addressing Domestic Violence?
What Are the Treatment Options for Parents with Alcohol or Other Drug Problems?
Session 13
04/12/11

Permanency: Service planning; identifying permanency goals; evaluating progress; adoption/guardianship decisions; administrative case reviews.


PART SEVEN (c): INTERVENTION - EMPHASIS ON THE FAMILY
What Do I Need to Know about Family Therapy?
How Can I Support Biological Families after a Child Has Been Removed from Their Care?
How Do I Facilitate Visits between Foster Children and Their Biological Families That Support the Goals and Objectives of Intervention?
How Do I Build Families' Financial Management Skills?
How Can I Best Manage the Intervention Process When Multiple Service Providers Are Involved?
What Is ‘Family to Family’ and How Does It Support Permanency for Children?
Foster and Kinship Caregivers:
  • What Are Their Support and Intervention Needs?
  • What Are the Unique Roles of Religious Institutions in Supporting and Strengthening Families?

PART EIGHT: EVALUATION AND CLOSURE
How Do We Measure Risk Reduction?
When Is Termination of Parental Rights and Adoption the Best Permanency Option?
When Can a Child Be Safely Reunited with His or Her Family?
Preparing Youth for Independent Living:
  • What Are the Best Methods for Reaching Self-Sufficiency?
  • How Do I Prepare Families for Case Closure?

Session 14
04/19/11

The Illinois Juvenile Court System: Court terminology, personnel, and processes; timelines and court hearings; preparing for testimony in juvenile court.


PART NINE: LEGAL AND ETHICAL ISSUES
What Rights Do My Clients Have to Information in Their Case Records?
How Do I Avoid Being Sued?
What Is the Role of the Caseworker in Juvenile Court?
How Do I Feel Comfortable Testifying in Court?
How Do I Help Children Be Comfortable in the Legal System and Improve Their Competency as Witnesses?
Why Is Communicating with Lawyers so Important and so Difficult?
How Do I Work Effectively with Guardians Ad Litem, Court-Appointed Special Advocates and Citizen of Professional Case Review Panels?


Chapter 16: The Legal System and Child Protection
Session 15  04/26/11

Supervision and professional development: teamwork; importance of supervision; critical decisions; professional responsibilities; self-care.


PART TEN: SPECIAL ISSUES FOR THE PRACTITIONER
How Do I Protect My Personal Safety in the Community?
How Do I Prevent Burnout?
How Can Critical Thinking Contribute to Informed Decisions?
What Can I Do to Cope with the Death or Serious Injury of a Child on My Caseload?
How Do I Balance Common Sense, Personal Values and Agency Constraints?
SOCW 582: PRACTICE III – PRACTICE WITH CHILDREN AND FAMILIES

Fall 2011

Instructor: 
Office: 
Phone: 
Email: 

PREREQUISITES: SOCW 431

CREDITS: 3

DESCRIPTION: Practice III and IV in the Child and Family concentration build on the generalist curriculum and prepare students to demonstrate advanced competencies in practice with children and families. Consistent with the College mission, course content facilitates knowledge and skill development for practice with diverse families, especially poor, oppressed, racial and ethnic minorities, gay and lesbian, and other at-risk urban children and families. Content includes practice with individuals, families, communities and larger systems with which children and families interact.

Practice III will utilize a systems of care framework that emphasizes family-centered practice, cultural competence, and community-based services as contexts for the development of basic competencies in child and family practice, with child welfare constituting a major context for such practice. Practice will also be informed by a trauma-informed perspective with an emphasis on building protective factors to strengthen children and families.

TEXTS: (Note: All texts will be used in Practice III and Practice IV. No additional texts will be required in Practice IV).


ADVANCED CHILD AND FAMILY COMPETENCY OBJECTIVES: Building on the generalist social work foundation, this course will help students to acquire the following competencies and practice behaviors related to advanced practice with children and families:

1. **Identify as a professional social worker and conduct oneself accordingly in practice.**
   Social workers recognize the role of social work in identifying and responding to the needs of urban children and families who come to the attention of child welfare, juvenile justice, and other family service systems; recognize the range of roles and variety of settings in which social workers may interact with urban children and families; understand the relationship between practice with children and families and the professional value base of social work within an ethical framework; and understand the social work specific, evidence-informed frameworks and theories for practice with urban children and families, including systems of care, trauma informed practice, ecobehavioral, solution-focused, and crisis intervention theory.
   
   **Practice Behaviors:**
   - Identify opportunities for social work involvement in identifying and responding to the needs of urban children and families.

2. **Apply social work ethical principles to guide professional practice.**
   Social workers understand the ethical issues and potential ethical dilemmas that are specific to working with urban children and families; and recognize the values and ethical principles which underlie child and family practices and policies.
   
   **Practice Behaviors:**
   - Apply ethical decision-making skills to working with urban children and families.

3. **Apply critical thinking to inform and communicate professional judgments.**
   Social workers understand and critique the existing knowledge base of family functioning and effective practice and programs with urban children and families; and understand the strengths-based and evidence-informed approach to assessment and intervention that includes an awareness of the ecological systems framework and the influence of factors related to diversity and oppression. In recognition of the multidisciplinary nature of responding to the needs of urban children and families, social workers understand interdisciplinary terminology and perspectives, including how to work within the court systems in regard to child welfare law, family law and child custody; and how to work with mental health, school systems, public health and public welfare systems to access services and resources for children and families.
   
   **Practice Behaviors:**
   - Critically evaluate, select, and implement evidence-informed assessment, intervention, and evaluation tools and techniques with urban children and families.
   - Communicate effectively, in oral and written form, with diverse clients and with multidisciplinary colleagues.

4. **Engage diversity and difference in practice.**
   Social workers recognize how issues of diversity—including age, culture, race, class and income level, religion or spirituality, disability, gender, and sexual orientation—influence assessment and intervention with urban children and families; understand how issues of diversity affect client vulnerability to many of the problems that bring children and families to the attention of social workers; understand cultural strengths and natural helping traditions that serve as promotive and protective factors; and understand how personal biases may influence practice with diverse children and families in urban environments.
   
   **Practice Behaviors:**
   - Accurately identify and assess issues among diverse client populations in the urban environment.
   - Recognize how factors related to diversity may influence client functioning and help-seeking behaviors.
• Implement assessment, intervention and evaluation tools that are culturally sensitive and appropriate to diverse clients.

5. **Advance human rights and social and economic justice.**

Social workers understand the ways in which problems that bring children and families into contact with social workers result from a variety of social, economic, and political inequities; understand how oppression affects the development and functioning of individuals, and, historically, how oppression has affected specific groups; and recognize disparities that affect children and families within child and family serving systems.

**Practice Behaviors:**
- Advocate for social and economic justice on behalf of at-risk families, adults, and children in urban environments.
- Advocate and intervene at multiple levels for the reduction of disproportionality and disparities that affect oppressed populations.

6. **Engage in research-informed practice and practice-informed research.**

Social workers are familiar with valid and reliable assessment tools for identifying problem behaviors, risk, and protective factors among urban at-risk children and families; know and understand evidence-informed programs, policies, and interventions related to practice with children and families; understand how to develop and evaluate evidence-informed interventions, programs, and policies for diverse children and families; and understand how to evaluate the intended and unintended outcomes of interventions, policies, and programs.

**Practice Behaviors:**
- Identify, evaluate, and implement appropriate evidence-informed assessment, intervention, and evaluation models and tools with urban children and families.
- Apply foundation research skills to the evaluation of practice models with urban children and families.

7. **Apply knowledge of human behavior and the social environment.**

Social workers understand the person-in-environment perspective and how this affects children, families, and communities in urban environments; understand urban families in the context of their communities, including advanced, critical understanding of systems of care, trauma informed practice, ecobehavioral, solution-focused, and crisis intervention theory; understand how problems that bring families into contact with social workers result from and are intertwined with challenges they experience in securing adequate housing, childcare, employment, income, healthcare, and mental health services.; understand the systems of service delivery (e.g., child welfare, criminal justice, health, mental health, and education) as they relate to practice with urban children and families; and understand social work specific and evidence-informed frameworks and models for effective practice with urban children and families.

**Practice Behaviors:**
- Apply appropriate theories, models, and research to diverse client systems and circumstances.

8. **Respond to contexts that shape practice.**

Social workers recognize the unique role of urban services and environments on practice with children and families; understand the historical, cultural, political, and legal impacts on current supportive, preventative, remedial, and therapeutic functions in practice with children and families; understand the organizational structures and impact of juvenile justice, child welfare, and criminal justice systems on the lives of urban children and families; recognize the scope, components, and complexity of the child welfare field of practice: societal, agency, professional, and client systems, particularly in urban settings; and are familiar with trends and changes in client populations and communities as they relate to practice with urban children and families.

**Practice Behaviors:**
- Apply appropriate practice skills to respond proactively to changes in client and service delivery systems.
9. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Engagement: Social workers understand the factors that promote and/or hinder engagement in practice with urban children and families.

**Practice Behaviors:**
- Engage diverse children and families in urban environments.

Assessment: Social workers recognize the relevant variables used to understand family dynamics; understand the bio-psycho-social factors that impinge on adult-child relationships and subsequent interactions; understand the impact of violence and trauma on urban children and families; understand the impact of abuse and neglect on children; and are familiar with evidence-informed multidisciplinary and multidimensional assessment methods and tools, including the strengths-based use of the DSM-IV for assessment of urban families in need of mental health services.

**Practice Behaviors:**
- Evaluate, select and utilize appropriate methods and instruments for the assessment of urban children and families
- Conduct assessments of urban children and families that identify problems, risk, and protective factors
- Relate knowledge of family dynamics, trauma, maltreatment, and diversity to the assessment of urban children and families

Intervention: Social workers recognize and understand evidence-informed interventions for practice with urban children and families; understand how to use evidence to inform and develop interventions with urban children and families; understand how to adapt interventions using research evidence to improve cultural sensitivity and relevance in practice with diverse groups; are familiar with resources for identifying effective interventions with urban children and families; and recognize the role of communities, including religious/spiritual institutions, in the lives of urban children and families.

**Practice Behaviors:**
- Identify appropriate evidence-informed interventions for practice with urban children and families
- Implement evidence-informed interventions appropriate to diverse clients
- Identify and develop community resources on behalf of urban children and families

Evaluation: Social workers recognize and understand methods to monitor and evaluate outcomes of practice with urban children and families; are familiar with evaluation tools for use in practice with children and families; and are familiar with the unique challenges of evaluating outcomes with culturally diverse, urban children and families.

**Practice Behaviors:**
- Apply research skills to the evaluation of practice with urban children and families
- Identify and use appropriate evaluation tools with diverse clients

**EVALUATION – BASIS FOR GRADING:** All students will be held accountable for adhering to academic and nonacademic standards of conduct as described in the JACSW Student Handbook, available on the JACSW Website. Grades for the course will be based upon the following assignments.

**Exams** (50% of course grade): Two exams will be given throughout the semester. Exams will consist of multiple choice, true-false, and short answer questions. The exams will cover assigned readings, material presented in class, and class discussions.
University of Illinois Chicago: SOCW 582: Practice III – Practice with Children and Families

Role Play/Case Presentation (20% of course grade): Students will be divided into groups and each group will develop and present to the class a role play that demonstrates assessment and intervention strategies and techniques of the ecobehavioral, solution-focused, or crisis intervention modalities. A handout describing the assignment will be given by the 3rd class session.

Integrative Assessment Paper (30% of course grade): A comprehensive assessment and intervention plan of a family with whom the student is working in field placement is due by the final class session. This assessment and intervention plan must demonstrate a clear understanding of and apply the practice principles and theoretical approaches addressed in class, including the systems of care framework, a trauma-informed perspective, knowledge of protective factors, and cultural competence. An outline for the paper will be distributed by the 9th class session.

Expectations for Assignments: All work for this class must be completed in a professional manner acceptable for advanced practice. All papers must be in APA style.

STUDENTS NEEDING ACCOMMODATION FOR DISABILITIES: Students needing accommodations for disability must do the following:

1. Go to the UIC Office of Disability Services to obtain confidential verification of the disability and a statement of accommodations recommended by that office.

2. Show the UIC Office of Disability Services accommodation letter to the instructor of the class for which the student requests accommodation. In the case of field instruction classes, the letter should be shown to the College field liaison or the Director of Field.

3. Accommodation letters are to be shown to the instructor at the beginning of the course or before the start of the course.

TOPICAL OUTLINE:

PART I  FRAMEWORKS FOR PRACTICE WITH CHILDREN AND FAMILIES

Session 1  The context of child and family practice in Illinois. Advanced ethical issues in practice with children and families.

Recommended


NASW Code of Ethics: http://www.socialworkers.org/

Session 2  Systems of care as a practice framework. Origins and philosophical values. The importance of engaging external systems in practice with children and families.

Required


**Resources**

Substance Abuse and Mental Health Services Administration (SAMHSA) website on Systems of Care: http://systemsofcare.samhsa.gov/


**Session 3**

**Trauma-informed practice part 1: Understanding complex trauma and child traumatic stress.**

**Required**


- Chapter 1: Introduction: Trauma Systems Therapy for child traumatic stress
- Chapter 2: Survival Circuits: How traumatic stress is about survival-in-the-moment
- Chapter 3: The regulation of emotional states: How child traumatic stress is a disorder of the regulation of emotional states
- Chapter 4: The social environment and system of care: Traumatic stress responses are embedded in a social context
- Chapter 5: Signals of care: The importance of caring relationships for traumatized children
Session 4  Trauma-informed practice part 2: Addressing complex trauma within complex systems. Assessment and treatment planning.

Required


- Chapter 6: Ten treatment principles: The principles that guide TST
- Chapter 7: Assessment: How to assess child traumatic stress
- Chapter 8: Treatment planning: How to plan for child traumatic stress interventions
- Chapter 9: The treatment team: How to build a multidisciplinary treatment team (and keep it going)

Resources

Child Welfare Information Gateway site on assessing child trauma:

Session 5  Building protective factors and strengthening families.

Required


Resources

Strengthening Families Illinois: http://www.strengtheningfamiliesillinois.org/
Session 6  Cultural competence in practice with children and families.

Required


Resources

Center for the Study of Social Policy Alliance for Racial Equity:
http://www.cssp.org/major_initiatives/racialEquity.html

National Center for Cultural Competence:
http://www11.georgetown.edu/research/gucchd/nccc/index.html

PART II: MODELS OF PRACTICE WITH CHILDREN AND FAMILIES

Session 7  The ecobehavioral approach to practice with children and families.

   Chapter 1: An ecobehavioral perspective on the family
   Chapter 2: The practice process with families

Session 8  Intervention strategies in the ecobehavioral perspective.

   Chapter 3: Interventive strategies: Enhancing environmental exchanges
   Chapter 4: Interventive strategies: Modifying exchanges within the family
   Chapter 5: Interventive strategies: Enhancing communication and acceptance in families

Session 9  Solution focused practice (part 1): Moving from problem solving to solution building.

   Chapter 1: From problem solving to solution building
   Chapter 2: Solution building: The basics
   Chapter 3: Skills for not knowing
   Chapter 4: Getting started: How to pay attention to what the client wants
Session 10  Solution focused practice (part 2).

  Chapter 5: How to amplify what clients want: The miracle question
  Chapter 6: Exploring for exceptions: Building on client strengths and success
  Chapter 7: Formulating feedback for clients
  Chapter 8: Later sessions: Finding, amplifying, and measuring client progress

Session 11  Crisis Intervention.

  Chapter 1: Overview of crisis intervention
  Chapter 2: Reacting in crisis situations
  Chapter 3: Essential crisis intervention skills

PART III: SPECIAL TOPICS IN PRACTICE WITH CHILDREN AND FAMILIES

Session 12  Anti-racist practice: Moving beyond cultural competence.

  Chapter 5: Gone with the wind: The invisibility of racism in American history textbooks
  Chapter 6: John Brown and Abraham Lincoln: The invisibility of antiracism in American history textbooks


  Part One: Destroying Black families in the name of child protection.

Session 13  Standardized assessment instruments. Use of the DSM IV as an assessment tool.


Session 14  Advanced interviewing skills with clients across cultures.


Session 15  Interactions with court systems. Testifying.

  Part I: Understanding the relationship of child welfare and the law.
  Part III: Court decisions and client rights.
SOCW 583: PRACTICE IV – PRACTICE WITH CHILDREN AND FAMILIES

Spring 2011

Instructor:
Office:
Phone:
Email:

PREREQUISITES: SOCW 582

CREDITS: 3

DESCRIPTION: Practice III and IV in the Child and Family concentration build on the generalist curriculum and prepare students to demonstrate advanced competencies in practice with children and families. Consistent with the College mission, course content facilitates knowledge and skill development for practice with diverse families, especially poor, oppressed, racial and ethnic minorities, gay and lesbian, and other at-risk urban children and families. Content includes practice with individuals, families, communities and larger systems with which children and families interact.

Practice IV expands upon Practice III by applying the frameworks and practice models learned in the Practice III to specific issues facing children and families, including child maltreatment, domestic violence, substance abuse, mental illness, emotional and behavioral disorders, grief and loss, developmental crises, and interactions with the criminal justice system.

TEXTS:


ADVANCED CHILD AND FAMILY COMPETENCY OBJECTIVES: Building on the generalist social work foundation, this course will help students to acquire the following competencies and practice behaviors related to advanced practice with children and families:

1. Identify as a professional social worker and conduct oneself accordingly in practice.
   Social workers recognize the role of social work in identifying and responding to the needs of urban children and families who come to the attention of child welfare, juvenile justice, and other family service systems; recognize the range of roles and variety of settings in which social workers may interact with urban children and families; understand the relationship between practice with children and families and the professional value base of social work within an ethical framework; and understand the social work specific, evidence-informed frameworks and theories for practice with urban children and families, including systems of care, trauma informed practice, ecobehavioral, solution-focused, and crisis intervention theory.
   Practice Behaviors:
   - Identify opportunities for social work involvement in identifying and responding to the needs of urban children and families.

2. Apply social work ethical principles to guide professional practice.
   Social workers understand the ethical issues and potential ethical dilemmas that are specific to working with urban children and families; and recognize the values and ethical principles which underlie child and family practices and policies.
   Practice Behaviors:
   - Apply ethical decision-making skills to working with urban children and families.

3. Apply critical thinking to inform and communicate professional judgments.
   Social workers understand and critique the existing knowledge base of family functioning and effective practice and programs with urban children and families; and understand the strengths-based and evidence-informed approach to assessment and intervention that includes an awareness of the ecological systems framework and the influence of factors related to diversity and oppression. In recognition of the multidisciplinary nature of responding to the needs of urban children and families, social workers understand interdisciplinary terminology and perspectives, including how to work within the court systems in regard to child welfare law, family law and child custody; and how to work with mental health, school systems, public health and public welfare systems to access services and resources for children and families.
   Practice Behaviors:
   - Critically evaluate, select, and implement evidence-informed assessment, intervention, and evaluation tools and techniques with urban children and families.
   - Communicate effectively, in oral and written form, with diverse clients and with multidisciplinary colleagues.

4. Engage diversity and difference in practice.
   Social workers recognize how issues of diversity—including age, culture, race, class and income level, religion or spirituality, disability, gender, and sexual orientation—influence assessment and intervention with urban children and families; understand how issues of diversity affect client vulnerability to many of the problems that bring children and families to the attention of social workers; understand cultural strengths and natural helping traditions that serve as promotive and protective factors; and understand how personal biases may influence practice with diverse children and families in urban environments.
Practice Behaviors:
• Accurately identify and assess issues among diverse client populations in the urban environment.
• Recognize how factors related to diversity may influence client functioning and help-seeking behaviors.
• Implement assessment, intervention and evaluation tools that are culturally sensitive and appropriate to diverse clients.

5. Advance human rights and social and economic justice.
Social workers understand the ways in which problems that bring children and families into contact with social workers result from a variety of social, economic, and political inequities; understand how oppression affects the development and functioning of individuals, and, historically, how oppression has affected specific groups; and recognize disparities that affect children and families within child and family serving systems.

Practice Behaviors:
• Advocate for social and economic justice on behalf of at-risk families, adults, and children in urban environments.
• Advocate and intervene at multiple levels for the reduction of disproportionality and disparities that affect oppressed populations.

Social workers are familiar with valid and reliable assessment tools for identifying problem behaviors, risk, and protective factors among urban at-risk children and families; know and understand evidence-informed programs, policies, and interventions related to practice with children and families; understand how to develop and evaluate evidence-informed interventions, programs, and policies for diverse children and families; and understand how to evaluate the intended and unintended outcomes of interventions, policies, and programs.

Practice Behaviors:
• Identify, evaluate, and implement appropriate evidence-informed assessment, intervention, and evaluation models and tools with urban children and families.
• Apply foundation research skills to the evaluation of practice models with urban children and families.

7. Apply knowledge of human behavior and the social environment.
Social workers understand the person-in-environment perspective and how this affects children, families, and communities in urban environments; understand urban families in the context of their communities, including advanced, critical understanding of systems of care, trauma informed practice, ecobehavioral, solution-focused, and crisis intervention theory; understand how problems that bring families into contact with social workers result from and are intertwined with challenges they experience in securing adequate housing, childcare, employment, income, healthcare, and mental health services.; understand the systems of service delivery (e.g., child welfare, criminal justice, health, mental health, and education) as they relate to practice with urban children and families; and understand social work specific and evidence-informed frameworks and models for effective practice with urban children and families.

Practice Behaviors:
• Apply appropriate theories, models, and research to diverse client systems and circumstances.

8. Respond to contexts that shape practice.
Social workers recognize the unique role of urban services and environments on practice with children and families; understand the historical, cultural, political, and legal impacts on current supportive, preventative, remedial, and therapeutic functions in practice with children and families; understand the organizational structures and impact of juvenile justice, child welfare, and criminal justice systems on the lives of urban children
and families; recognize the scope, components, and complexity of the child welfare field of practice: societal, agency, professional, and client systems, particularly in urban settings; and are familiar with trends and changes in client populations and communities as they relate to practice with urban children and families.

Practice Behaviors:
- Apply appropriate practice skills to respond proactively to changes in client and service delivery systems.

9. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Engagement: Social workers understand the factors that promote and/or hinder engagement in practice with urban children and families.

Practice Behaviors:
- Engage diverse children and families in urban environments.

Assessment: Social workers recognize the relevant variables used to understand family dynamics; understand the bio-psycho-social factors that impinge on adult-child relationships and subsequent interactions; understand the impact of violence and trauma on urban children and families; understand the impact of abuse and neglect on children; and are familiar with evidence-informed multidisciplinary and multidimensional assessment methods and tools, including the strengths-based use of the DSM-IV for assessment of urban families in need of mental health services.

Practice Behaviors:
- Evaluate, select and utilize appropriate methods and instruments for the assessment of urban children and families
- Conduct assessments of urban children and families that identify problems, risk, and protective factors.
- Relate knowledge of family dynamics, trauma, maltreatment, and diversity to the assessment of urban children and families.

Intervention: Social workers recognize and understand evidence-informed interventions for practice with urban children and families; understand how to use evidence to inform and develop interventions with urban children and families; understand how to adapt interventions using research evidence to improve cultural sensitivity and relevance in practice with diverse groups; are familiar with resources for identifying effective interventions with urban children and families; and recognize the role of communities, including religious/spiritual institutions, in the lives of urban children and families.

Practice Behaviors:
- Identify appropriate evidence-informed interventions for practice with urban children and families.
- Implement evidence-informed interventions appropriate to diverse clients.
- Identify and develop community resources on behalf of urban children and families.

Evaluation: Social workers recognize and understand methods to monitor and evaluate outcomes of practice with urban children and families; are familiar with evaluation tools for use in practice with children and families; and are familiar with the unique challenges of evaluating outcomes with culturally diverse, urban children and families.

Practice Behaviors:
- Apply research skills to the evaluation of practice with urban children and families.
- Identify and use appropriate evaluation tools with diverse clients.
EVALUATION – BASIS FOR GRADING: All students will be held accountable for adhering to academic and nonacademic standards of conduct as described in the JACSW Student Handbook, available on the JACSW Website. Grades for the course will be based upon the following assignments.

Exams (50% of course grade): Two exams will be given throughout the semester. Exams will consist of multiple choice, true-false, and short answer questions. The exams will cover assigned readings, material presented in class, and class discussions.

Role Play/Case Presentation (20% of course grade): Students will be divided into groups and each group will develop and present to the class a role play that demonstrates assessment and intervention strategies as applied to one of the substantive issues addressed in the syllabus. A handout describing the assignment will be given by the 3rd class session.

Evidence-Based Practice Final Paper (30% of course grade): Students will use their knowledge of family dynamics and evidence-based practice to develop an intervention and evaluation plan for a family with whom the student is working in field placement. The plan must use recent research evidence to support the intervention plan and clearly demonstrate how systems of care principles, knowledge of trauma, protective factors, and cultural issues are addressed throughout the intervention and evaluation plan. An outline for the paper will be distributed by the 9th class session.

STUDENTS NEEDING ACCOMMODATION FOR DISABILITIES: Students needing accommodations for disability must do the following:

1. Go to the UIC Office of Disability Services to obtain confidential verification of the disability and a statement of accommodations recommended by that office.

2. Show the UIC Office of Disability Services accommodation letter to the instructor of the class for which the student requests accommodation. In the case of field instruction classes, the letter should be shown to the College field liaison or the Director of Field.

3. Accommodation letters are to be shown to the instructor at the beginning of the course or before the start of the course.

TOPICAL OUTLINE:

Session 1 Physical abuse and neglect: Characteristics, risk factors, and family dynamics.

Required Reading


   Chapter 4: The neglect of children
   Chapter 5: The physical abuse of children


**Session 2**  
**Sexual abuse: Characteristics, risk factors, and family dynamics.**

*Required*


- Chapter 6: The sexual abuse of children  
- Chapter 7: Incest: Familial abuse

**Session 3**  
**Child maltreatment: Assessment and intervention.**

*Required*


- Chapter 5: Useful tools: What and how to use

- Chapter 13: Treatment: Physical abuse and neglect  
- Chapter 14: Treatment: Sexual abuse

- Chapter 7: Sexual assault and sexual abuse

- Chapter 9: Intervening in child maltreatment

- Chapter 2: Practice principles that build partnerships  
- Chapter 7: Developing a cooperative case plan
Session 4  Domestic violence: Characteristics, risk factors, and family dynamics.

Required

   Chapter 2: The overlap between child maltreatment and domestic violence  
   Chapter 3: The basics of domestic violence


Session 5  Domestic violence: Assessment and intervention.

Required

Annie E. Casey Foundation. (2004). *In the moment strategies for facilitators of team decision making meetings when domestic violence is present or suspected*. Baltimore, MD: Author.

   Chapter 4: Child protection practices with families experiencing domestic violence  
   Chapter 6: Building collaborative responses for families experiencing domestic violence

   Chapter 6: Intimate partner violence

Session 6  **Substance abuse within families: Characteristics, risk factors, and family dynamics.**


Session 7  **Substance abuse within families: Assessment and intervention.**

**Required**


**Session 8  Mental illness within families: Characteristics, risk factors, and family dynamics.**

**Required**


Session 9  Mental illness within families: Assessment and intervention.

Required


Chapter 4, Specific medications for specific disorders, pp. 71-139.


Chapter 10: Substance abuse and serious mental illness within families

Session 10  Emotional and behavioral disorders: Characteristics, risk factors, and family dynamics.

Required


Chapter 9: Behavioral and delinquency issues

Session 11  Emotional and behavioral disorders: Assessment and intervention.

Required


Chapter 8: Constructing alternatives to anti-social behavior


Session 12  Assessment and intervention with children and families experiencing grief and loss.

Required

Chapter 7: Loss and change experienced by children and families

Chapter 4: Grief and loss

Chapter 10: Divorce and loss

Session 13  Assessment and intervention with children and families experiencing developmental crises.

Required

Chapter 8: Making a difference with teenagers

Chapter 7: Developmental crises

Chapter 7: School dropout
Chapter 8: Substance use and addiction
Chapter 9: Teenage pregnancy and risky sexual behavior
Chapter 10: Antisocial behavior, delinquency, and youth gangs
Chapter 11: Youth suicide

Session 14  Assessment and intervention in families experiencing involvement with the criminal justice system.

Required


Phillips, S. D., & Gleeson, J. P. (2007). *What we know now that we didn’t know then about the criminal justice system’s involvement in families with whom child welfare agencies have contact: Findings from a national study*. 


Session 15  Self-care. Preventing compassion fatigue and burnout.

Required


Chapter 1: Compassion fatigue as secondary traumatic stress disorder: An overview
Chapter 2: Survival strategies: A framework for understanding secondary traumatic stress and coping in helpers

UNIVERSITY OF MARYLAND BALTIMORE
SCHOOL OF SOCIAL WORK

SWCL 727: CLINICAL PRACTICE WITH FAMILIES AND CHILDREN
IN CHILD WELFARE

Spring 2011

Instructor: Caroline Long Burry, LCSW-C, PhD
Office Phone: 410-706-3509
Office #: 5E39
Email: cburry@ssw.umaryland.edu

COURSE DESCRIPTION: This advanced clinical practice methods course focuses on the characteristics, strengths, and service needs of families and children in the child welfare system. It examines issues and builds practice skills related to families who may be served within traditional child welfare programs, i.e., family preservation, child protective services, out-of-home care, and adoption as well as community agencies. The course considers family events within their ecological context and works to build sensitivity to various family forms and cultural patterns. Skills that are emphasized include: engaging families as partners, interviewing, assessing risk and safety, assessing the child and family, planning and delivering effective treatment, managing the case, evaluating change and risk reduction, and deciding when to close the case. This course is required in the families and children clinical specialization. Prerequisites: SOWK 630, 631, 632, 635, 636.

COURSE OBJECTIVES:

Knowledge Objectives

1. For the student to demonstrate an understanding of family-centered practice which includes understanding systems, the family in the environment, diverse family structures, and concepts of family empowerment.

2. For the student to demonstrate knowledge of how children and adults experiencing separation, family reunification, and child placement can be helped to cope with these experiences.

3. For the student to identify characteristics and dynamics of child maltreatment and its relationship to other social problems such as poverty, substance abuse, and domestic violence; and corresponding treatment issues and implications.

4. For the student to demonstrate understanding of how family structure, race and ethnicity, gender, social class, physical challenge, gender and sexual orientation can affect families and children.

5. For the student to demonstrate understanding of social work in authoritative settings and with non-voluntary clients.

6. For the student to identify the range of services and EBP treatment models available to families and children in child welfare.
Attitudinal Objectives

1. For the student to integrate a commitment to strengths-based, family-centered practice.
2. For the student to identify with the value position that children should be maintained within their own families, if safe, or in the least restrictive (most family-like and community-based) setting possible.
3. For the student to demonstrate awareness of how family structure, race, ethnicity, gender, sexual orientation, and social class status impact decisions related to the protection and placement of children.
4. For the student to advance the right of each child to a permanent family.
5. For the student to demonstrate awareness of his/her personal story, values, and attitudes and how they affect service provision.
6. For the student to identify with the belief that there is strength in diversity and demonstrate respect for persons of diverse racial, ethnic and cultural backgrounds.
7. For the student to state the belief that children and family members should be empowered to meet their own needs and goals.
8. For the student to identify with the need for and strive toward professional competence in the provision of services to families and children in child welfare.

Skill Objectives

1. For the student to demonstrate qualities and interviewing skills to engage maltreated children, their caregivers, and families in the treatment process.
2. For the student to assess risk and evaluate safety of maltreated children, develop appropriate safety plans, and conduct child and family assessments to identify strengths and treatment needs to reduce the risk of child maltreatment.
3. For the student to evaluate the effects of child maltreatment on the child and family and to identify implications for treatment.
4. For the student to describe ways to use various systems and techniques to intervene with vulnerable children and families.
5. For the student to target and measure the achievement of treatment outcomes and to design appropriate treatment plans that build on strengths.
6. For the student to demonstrate sensitivity in helping families and children with diverse backgrounds in terms of family structure, race and ethnicity, social class, physical challenge, and sexual orientation.
7. For the student to select and use effective treatments when children are in their own homes or in out-of-home settings.
8. For the student to evaluate progress toward the achievement of goals and treatment outcomes and determine when to terminate treatment.
TEACHING METHODS: This course includes a variety of teaching methods: lectures, discussions, group exercises, role plays, and critiques of video taped interviews.

REQUIRED TEXTS:


Note that the 3 items below are available free online.

http://www.childwelfare.gov/pubs/usermanuals/cps/index.cfm

GRADING: Grades will be constructed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>99-100 points</td>
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<tr>
<td>A</td>
<td>93-98 points</td>
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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>C</td>
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<td>70 points and below</td>
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CLASS ATTENDANCE AND PARTICIPATION: Students pursuing professional education are expected to attend all classes on time. Class participation is an essential part of the learning in this course and it is not possible to achieve the course objectives without class attendance. **Two points will be deducted from the total grade for each unexcused absence. In addition, one point will be deducted for each time the student misses 30 minutes or more of a class.**

Your instructor will keep track of your attendance by having you sign attendance cards at the end of each class session. These cards also are used for feedback/questions/etc.

ADA DISCLOSURE AND ACCOMMODATION REQUESTS: If you would like to request classroom accommodations for a disability, please immediately contact UMB’s Office of Student Services, at 410-706-7117, or the School of Social Work’s Office of Student Affairs at 410-706-5100, for additional information. The ADA process will be explained and required documentation will be specified; accommodations may not be made retroactively.

CELL PHONES/PAGERS: It is expected that students will turn off pagers/ cell phones, and only respond to pages or calls during the break or after class.

LANGUAGE USE: All assignments MUST be typed according to guidelines of the *American Psychological Association (APA) Publication Manual* (latest ed.), including one-inch margins and standard (not smaller than size 12) fonts. It is expected that assignments will be professionally written, grammar and spelling will be correct, and language clear and concise; deductions will be made for errors. Students who may need help with writing are encouraged to contact the Office of Student Affairs, which sponsors writing seminars and provides tutoring services.
ACADEMIC DISHONESTY: All academic dishonesty, including plagiarism, cheating, fabrication, and misrepresentation will be treated seriously, as described in the MSW Student Handbook. Please be especially careful to cite materials used from internet sources, per the American Psychological Association (APA) Publication Manual.

TIMELY SUBMISSION OF ASSIGNMENTS: All written assignments should be submitted as hard copies at the beginning of class on the date due. In addition, students should post electronic copies of assignments to Blackboard, also by the beginning of class on the date due. Students are strongly encouraged to plan for and manage their time so that they can maximize the learning process. Since each assignment follows relevant content and builds on prior assignments, students will achieve learning objectives more effectively by using the assignments to further their learning.

Ten percent will be deducted from any assignment handed in up to one day late; an additional ten percent will be deducted from any assignment for each additional day of lateness. There will no late acceptance of the final paper.

COURSE REQUIREMENTS:

In Class Role Play and Critique: (25 Points) Students will be assigned a class date. On the assigned date, each student will conduct an 8-10-minute role play focused on engagement/interviewing skills with a client or family in the child welfare system. The instructor will provide case scenarios and other students in the class will play the roles of clients. These role plays will be filmed; students will then be able to make DVDs of their individual role plays. Students should bring a blank DVD-R to class on their assigned date. One week later, each student will turn in a written critique of his/her clinical work in the role play. Students will be graded on the completion and quality of all parts of the assignment; however, students will not be graded directly on clinical skills. That is, while it is expected that advanced clinical skills will be demonstrated in the role play and identified in the critique, grading will be primarily focused on the student’s self critique. [Role Play date_________Critique due_________].

Parenting Assessment: (40 points) Each student will prepare a written Parenting Assessment. There is a strong preference for this being completed for a genuine, but disguised, case from the student’s field experience. If this is not possible, the student should discuss alternatives with the professor. Any alternative case must be approved by the professor. The assessment should be focused, well-organized, and include the components described in the course text and the example “Version A” in the text on pp. 332-353. [Due Week 12_________]

Treatment Plan/Treatment Justification: (35 Points) Each student will prepare a written Treatment Plan for the family for whom he/she wrote a Parenting Assessment. The Treatment Plan should define goals, objectives, and tasks; include recommendations for appropriate evidence-informed treatment (s); and include specific strategies for evaluating change. The Treatment Plan should be based on the risks and strengths of the client family; the class readings, lectures, discussion, and exercises; as well as independent research. It should include specific information on how safety will be controlled. The plan should be in outline form; a sample outline will be provided.

As a supplement to and as support for the Treatment Plan, each student should also provide a separate 3-4 page paper (not including references) justifying the selection of one of the recommended evidence-informed treatments from his/her plan. The Treatment Justification will be a synthesis of each student’s original thoughts based on research on a specific evidence-informed treatment model that the student considers relevant to his/her family, and which is included in the Treatment Plan. [Due Week 14_________]
COURSE SCHEDULE AND READINGS: Specific required readings are indicated for each course unit. Additional readings will be assigned.

Key to assigned readings:


http://www.childwelfare.gov/pubs/usermanuals/neglect/neglect.pdf (listed as “Neglect Text” below)

http://www.childwelfare.gov/pubs/usermanuals/foundation/foundation.pdf (listed as “Foundation Text” below)

http://www.childwelfare.gov/pubs/usermanuals/cps/index.cfm (listed as “CPS Text” below)

Weeks 1-2 THEORETICAL FRAMEWORKS AND PRELIMINARY CONSIDERATIONS

Key Concepts:
• Attachment theory/developmental model
• Cross-cultural foundation of services
• Ecological perspective in treatment
• Family focused services
• Importance of empowering child welfare clients
• Individualizing treatment
• Loss and grief issues in child welfare
• Strengths-based perspective/understanding resilience
• Types, nature, extent, and dynamics of child maltreatment: physical abuse, neglect, psychological abuse, sexual abuse

Required Readings:
PPP Text-Chapters 1-3
Foundation Text-Chapters 1-4, 6
Neglect Text-Chapters 1-3
CPS Text-Chapter 2

Weeks 3-4 ENGAGEMENT AND INTERVIEWING SKILLS

Key Concepts:
• Building the helping relationship
• Joining with clients/overcoming resistance
• Personal safety issues
• Use of self and personal implications for the clinician
• Working with involuntary clients
• Engaging clients across culture
• Interviewing children – investigative versus clinical interviews, use of play, drawings, memory and suggestibility, feelings about losses
• Interviewing maltreating and non-maltreating caregivers

Required Readings:
CPS text-Chapter 3
Weeks 5-7  ENGAGEMENT AND INTERVIEWING SKILLS ROLE PLAYS

+++++++++ROLE PLAY CRITIQUE DUE 1 WEEK AFTER IN-CLASS ROLE PLAY+++++++++++  

Week 8  SPRING BREAK

Week 9  CHILD AND PARENT FACTORS
Key Concepts:
- Effects of atypical child development
- Specific life events and parenting needs
- Parents’ own histories
- Mental health issues
- Substance abuse
- Family conflict and violence
- Adolescent parenthood
- Developmental disabilities
- The role of poverty in child maltreatment
- The role of community in child maltreatment
- Social support factors

Required Readings:
PPP Text-Chapters 5-8
Neglect Text-Chapter 4
Foundation Text-Chapter 5

Weeks 10-11  ASSESSMENT OF AND PLANNING FOR PARENTS AND CHILDREN
Key Concepts:
- Referrals/reports
- Assessment steps
- Parental assessment
- Child assessment
- Case conceptualization

Required Readings:
PPP Text-Chapters 8-10
Neglect Text-Chapter 5
CPS Text-Chapter 8

+++PARENTING ASSESSMENT DUE WEEK 12+++++++++++  

University of Maryland: SWCL 727: Clinical Practice with Families and Children in Child Welfare
Weeks 12-13  TREATMENT
Key Concepts:
• Evidence-informed treatments
• Evaluation of progress

Required Readings:
PPP Text-Chapter 11
Neglect Text-Chapter 6
Foundation Text-Chapters 9-10
CPS Text-Chapters 9-10

+++ TREATMENT PLAN/TREATMENT JUSTIFICATION DUE WEEK 14+++++++++++++

Weeks 14-15  TESTIMONY, CASE CLOSURE, TERMINATION
Key Concepts:
• Court testimony
• Case closure
• The termination process
• Effective documentation

Required Readings:
PPP Text-Chapter 12
CPS Text-Chapters 11-12
COURSE DESCRIPTION: This course examines the social welfare policies, programs and services to families and children, historically known as “child welfare services.” It explores major issues facing children, youth and families, critically examining the assumptions, values, and philosophical perspectives underlying the social policies that shape child welfare. A central theme is the impact of social problems, economic inequity and discrimination on family well-being and how these forces have affected the development of services to families and children. This course builds on the knowledge of social welfare institutions, introduced in the foundation year course, Social Welfare Organization, by examining the organizational context in which services to families and children are provided. It also utilizes the “ecological systems” perspective to explore the environmental context in which the social worker operates. This course integrates policy and practice by examining the problems affecting families and children and our society’s response to these problems, including the impact on the social work practice delivery system. The course is divided into four units. The first unit is an overview that explores changing definitions and expectations of the family, and how such changes are shaped by the economy, cultural values, and other forces. The effects of poverty and discrimination on the well-being of families—in particular minority and single parent families—are also examined. The second unit examines the primary social service delivery systems designed for children and families, including adoption, foster care, child protective services, and the juvenile justice system. The third unit focuses on specific and contemporary social problems facing children and families today, including teen pregnancy, violence among youth, and domestic violence. The fourth and final unit focuses on preventive and support services to children and families, including day care and school based services.

LEARNING OBJECTIVES: Upon satisfactory completion of this course students will:

1. Understand the diversity of families, their needs, and their experiences in various contexts, including neighborhoods, schools, and communities.
2. Orient students to the consideration of societal values and professional ethics in planning, advocating for, and evaluating social policies, programs, and services to meet the needs of children and families.
3. Understand how services to families and children interact with the larger social and political structures and the forms and mechanisms of oppression and discrimination.
4. Socialize students in their professional commitment to promote the general welfare of children and families, including the promotion of social, economic, political and cultural values, rights, and institutions that are compatible with the realization of social justice.
5. Be familiar with the legislative and judicial policies, practices, and goals of current child and family welfare programs especially as it affects diverse and vulnerable populations.
6. Be able to identify problems requiring family services identify institutional and service gaps, and have an appreciation for collaborative and integrative service efforts.
7. Be able to identify administrative and management problems within child and family welfare organizations.
8. Equip students with the knowledge and skills of advocacy for policy change to improve social conditions and to promote social justice on behalf of families and children and in particular for people of color, women, and under-represented or disenfranchised populations.
PLAGIARISM: Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another’s work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else’s work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT: In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information that you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY: Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES: Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akselsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

E-RES (Electronic Reserve): Most of the articles mentioned in the curriculum are available on electronic reserve [E-RES]. You can access the full text articles from your home or from a university computer at no charge.

How do I use E-RES?
1. Go to the library's online resources page: http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. Click on “Search E-RES” or on “Course Index,” and search by instructor's name, department, course name, course number, document title, or document author. [All Foundations courses will be listed under Clemans, the sequence chair.]
4. Click on the link to your course.
5. Enter the password given to you by your instructor.
6. Locate and click on the item you wish to view. Titles beginning with “A”, “An,” or “The” are alphabetized under “A” and “T” respectively.
7. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html
COURSE REQUIREMENTS:

A. Required Text


B. Class Design and Attendance: The course is conducted in seminar format. Each student is expected to actively participate in class discussions, contributing knowledge, experience and ideas. The policy of WSSW is that absences beyond two are cause for failure.

COURSE ASSIGNMENTS:

Assignment One: Book Critique
Choose a book published in 2004 or after, that addresses a current social problem affecting children and families and which evaluates current policies designed to address the problem. Instructor must approve choice of book. Address the following:

1. Describe the social problem addressed by the author.
2. What is the major thesis? Is the thesis clearly articulated and supported with evidence and documentation?
3. What areas of controversy are covered by the book, and how does the author discuss these areas?
4. In what ways do you agree and disagree with the author's assessment and handling of the subject? Present supporting evidence in the form of other articles you have read from class readings and/or the scholarly literature.
5. What questions are raised or left unanswered, and how would you attempt to address them?

Due Date: Class 7
APA style required. Length 8-10 pages.

Learning Objectives: 1, 2, 3, 4, 5, 6.

Assignment Two: Final Paper
Choose a current social problem affecting children and families. You may use the problem identified in the book critique or a different social problem. Address the following:

1. Describe the specific group or groups of people affected by this problem, with particular attention to vulnerable populations. How widespread is the problem currently?
2. What factors have contributed to the identified problem? Place the problem within a sociopolitical-economic framework in order to explain these factors.
3. How are society's values reflected in how the problem is defined? How are social work values congruent with or divergent from, society's values with respect to the problem you have identified?
4. What solutions have been attempted to solve the problem? Evaluate their effectiveness.
5. What solutions would you propose and why?

Due Date: Class 12
APA style required. Incorporate class readings and scholarly literature. 10-12 pages.

Learning Objectives: 2, 3, 4, 5, 6, 7, 8.
Grading. The university grading system will be applied. The grade will be based on class participation and quality and promptness of written assignments.

Criteria for final grades are as follows:
- First assignment 35%
- Second assignment 45%
- Class participation 20%

UNIT ONE: OVERVIEW

Session 1: Introduction (Learning objectives 1, 2)
- Review of course requirements, texts, syllabus
- Changing definitions of family
- Values and the family

Required Reading

Sessions 2-3: Child Poverty (Learning objectives 1, 3, 4, 8)
- The effects of poverty on children’s well being
- Feminist and minority perspectives on poverty
- Programs and services to address child poverty

Required Reading

Suggested Readings


UNIT TWO: CHILD WELFARE SERVICES

Session 4: Overview (Learning objectives 5, 6, 7, 8)

- Structure and delivery of services to children and families
- Residual versus institutional
- Privatization and managed care

Required Reading


Suggested Readings


Sessions 5-6: Child Protective Services (Learning objectives 5, 6, 7, 8)

- Defining abuse and neglect
- The delivery of family preservation and child protection services

Required Reading


Suggested Readings


**Session 7: Foster Care** (Learning objectives 5, 6, 7, 8)

- Characteristics of foster care
- Permanency planning

**Required Reading**


**Suggested Readings**


**Session 8: Adoption** (Learning objectives 4, 5, 6, 8)

- The adoption process
- Open adoption
- Special needs and minority children adoption

**Required Reading**


**Suggested Readings**


**Session 9: Juvenile Justice System** (Learning objectives 5, 6, 7, 8)

- Structure of court system
- Rights of juveniles
- Current trends

**Required Reading**


**Suggested Readings**


**UNIT THREE: SOCIAL PROBLEMS**

**Sessions 10-11: Family violence** (Learning objectives 3, 4, 6, 8)

- Children and violence
- Domestic violence

**Required Reading**


**Suggested Readings**


Domestic violence in child welfare preventative services: results from an intake screening questionnaire. *Children and Youth Services Review, 22*(5), 251-274.

**Session 12: Teen Pregnancy** (Learning objectives 3, 4, 6, 8)

- Trends in teenage childbearing
- Pregnancy prevention programs

**Required Reading**


**Suggested Readings**


**UNIT FOUR: SUPPORTIVE AND PREVENTIVE SERVICES**

**Session 13: Day Care and School-based Services** (Learning objectives 1, 2, 3, 6, 8)

- Types of day care
- Value conflicts underlying day care
- The role of the schools
- Support services in an educational environment

**Required Reading**


**Suggested Readings**


Session 14: Summary and Review

- Review of course
- Current child and family welfare issues
- Future trends

Suggested Reading


BIBLIOGRAPHY:


Bishop, S., Murphy, J., Hicks, R., Quinn, D., Lewis, P., Grace, M., & Jellinek, M. (2000). What progress has been made in meeting the needs of seriously maltreated children? The course of 22 cases through the Boston Juvenile Court. *Child Abuse and Neglect, 24* (5), 599-610.


Section B: Policy Courses
SOCW 552: POLICY II – CHILDREN AND FAMILY SERVICES

Fall 2011

Instructor: Jim Gleeson
Phone: 6-0042
E-mail: jimglee@uic.edu
Office: 4444 EPASW
Office Hours: Tuesday 11 AM – 1 PM;
Thursday 11 AM - Noon

PREREQUISITES: SocW 410

CREDITS: 3

DESCRIPTION: SocW 552 builds on the generalist curriculum and prepares students to demonstrate competencies in public policies that support the basic needs of families as well as policies governing the child welfare system, and selected policies governing juvenile justice, adult criminal justice, mental health and education systems. The purpose of the course is to familiarize students with current policies affecting children and families, equip students to analyze policies and their impact on children and families, and prepare students to advocate for policy change. The primary focus is on children and families living in urban environments.

TEXT:

Required


Other required readings are available online at the web address indicated, on e-reserve, through the Blackboard site for this course, or through the UIC Library electronic journals collection.

Recommended

COMPETENCIES AND ADVANCED CHILD AND FAMILY PRACTICE BEHAVIORS: Building on the generalist social work foundation and consistent with the College’s mission, this course will help students to acquire the following competencies and practice behaviors related to policies affecting urban, at-risk children and families:

1. **Apply social work ethical principles to guide professional practice.** Social workers understand the ethical issues and potential ethical dilemmas that are specific to working with urban children and families; and recognize the values and ethical principles which underlie child and family practices and policies.

   **Practice Behaviors:**
   - Examine the value and ethics content of actual and proposed policies and services as they relate to urban children and families.

2. **Apply critical thinking to inform and communicate professional judgments.** In recognition of the multidisciplinary nature of responding to the needs of urban children and families, social workers understand interdisciplinary terminology and perspectives, including how to work within the court systems in regard to child welfare law, family law and child custody; and how to work with mental health, school systems, public health and public welfare systems to access services and resources for children and families.

   **Practice Behaviors:**
   - Communicate effectively, in oral and written form, with diverse clients and with multidisciplinary colleagues.

3. **Advance human rights, social and economic justice.** Social Workers understand the ways in which problems that bring children and families into contact with social workers result from a variety of social, economic, and political inequities; understand how oppression affects the development and functioning of individuals, and, historically, how oppression has affected specific groups; and recognize disparities that affect children and families within child and family serving systems.

   **Practice Behaviors:**
   - Advocate for social and economic justice on behalf of at-risk families, adults, and children in urban environments.
   - Advocate and intervene at multiple levels for the reduction of disproportionality and disparities that affect oppressed populations.

4. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Social workers understand the processes of development and implementation of policies that affect children and families in the United States; understand the public policies that support the basic needs of families, including income maintenance, healthcare, childcare, and housing; understand the public policies governing the child welfare, juvenile justice, adult criminal justice, mental health systems, and special education; and understand the structure and impact of selected social policies and programs and their consequences for children and families, especially poor, oppressed, racial and ethnic minority, gay and lesbian, and other at-risk urban populations.

   **Practice Behaviors:**
   - Examine the impact policies have on children and families, and to understand and influence the process of policy development and implementation.
   - Identify emerging issues that are likely to impact the needs of children and their families, and new policies and program models that are responsive to these emerging issues.

5. **Respond to contexts that shape practice.** Social workers recognize the unique role of urban services and environments on practice with children and families; understand the historical, cultural, political, and legal
impacts on current supportive, preventative, remedial, and therapeutic functions in practice with children and families; understand the organizational structures and impact of juvenile justice, child welfare, and criminal justice systems on the lives of urban children and families; recognize the scope, components, and complexity of the child welfare field of practice: societal, agency, professional, and client systems, particularly in urban settings; and are familiar with trends and changes in client populations and communities as they relate to practice with urban children and families.

**Practice Behaviors:**
- Exercise leadership in promoting sustainable change that is responsive to environmental changes and trends.

**EVALUATION—BASIS FOR GRADING:** All students will be held accountable for adhering to academic and non-academic standards of conduct as described in the JACSW Student Handbook, available on the JACSW website.

The course grade will be determined by the student’s class participation and attendance, and performance on written assignments:

1. **Class participation and attendance** – 14% of course grade. A maximum of 10 points per session are awarded for attendance, being on-time, and participation in class in a way that is relevant to the session topic and demonstrates significant knowledge of required readings. (Maximum of 140 points for the 14 class meetings).

2. **Interteaching** – 21% of course grade – a maximum of 30 points per interteaching session. A portion of 7 class sessions will be spent in interteaching, a process in which students work together in dyads or small groups to answer specific questions applying the required readings for that week to policy dilemmas. The answers developed will be submitted in written form and graded (30 point maximum per assignment; students who work together earn the same grade; students may be paired or grouped with different students each session; students must be present at the beginning of class to participate and receive a grade for the interteaching session). To participate in interteaching, students must have previously read the material; time in interteaching sessions cannot be spent skimming the required readings, but rather on developing answers to the questions distributed. Everyone is expected to complete all assigned readings, and to come to every class session prepared. Acceptable responses to interteaching questions will reflect knowledge of the readings and application of critical thinking. (Maximum of 210 points).

3. **Policy issue debates** – 30% of course grade. Each student will be assigned to a policy debate team. These debates are related to issues discussed in particular class sessions and are group projects (Teams of 2 or 3 students on each side of an issue). Successful debates will help the class examine and understand social policy issues from at least two opposing positions. (Maximum of 300 points).

4. **Policy Brief and Cover Letter** – 35% of course grade. The final project is a policy brief and cover letter that intends to influence policymakers to support a new policy or changes in current policy. The policy brief must be persuasive and supported by data and research, advocating for a new policy or policy change that addresses a compelling need of children and families. The cover letter should not exceed one page (single-spaced), and should be written in a manner that compels the policymaker to read the policy brief. You are required to submit a hard copy of this assignment as well as submit electronic copy of the assignment through the Safe Assign function on the Blackboard Website for this course no later than the beginning of the final class session. Provide the instructor with a self-addressed, 9” x 12” envelop, with sufficient postage, if you want the graded assignment and course grade mailed to you. (Maximum of 350 points).
STUDENTS NEEDING ACCOMMODATIONS FOR DISABILITIES: Students needing accommodations for any type of disability must do the following:

- Go to the Office of Disability Services to obtain confidential verification of the disability and a statement of accommodations recommended by that office.
- Show the UIC Office of Disability Services accommodation letter to the instructor of the class for which the student requests accommodation. In the case of field instruction classes, the letter should be shown to the College field liaison or the Director of Field.
- Accommodation letters are to be shown to the instructor at the beginning of the course or before the start of the course.

TOPICAL OUTLINE:

PART I  ASSESSING THE IMPACT OF POLICIES ON CHILDREN AND FAMILIES

Session 1  8/26/10


Identify your U.S. and State Senators and Representatives: http://www.vote-smart.org


Recommended

Annie E. Casey Foundation, Kids Count Data Center, http://datacenter.kidscount.org/


Other Useful Websites


American Bar Association (ABA) Center on Children and the Law, http://www.abanet.org/child/


Annie E. Casey Foundation http://www.aecf.org/


Center on Urban Poverty and Social Change seeks to address the problems of persistent and concentrated urban poverty and is dedicated to understanding how social and economic changes affect low-income communities, and how living in these communities affects the well-being of their residents, http://povertycenter.cwru.edu/

Child Care Association of Illinois, http://www.cca-il.org/


CLASP, http://www.clasp.org/


Illinois Department of Children and Family Services home page http://www.state.il.us/dcfs/ provides access to information on state child welfare policies, as well as child abuse and neglect, foster care, and adoption statistics.

Illinois Department of Human Services home page includes access to information on Illinois programs for Mental Health and Developmental Disabilities, Alcoholism and Substance Abuse, Rehabilitation Services, Temporary Assistance to Needy Families (TANF), food stamps, Medicaid eligibility determination, employment programs, child care, employment-related child care and youth services, and social service programs, as well as public health programs such as WIC, Family Case Management, and other health-related direct service and prevention programs at http://www.dhs.state.il.us/

Illinois General Assembly (Illinois Bills and Statutes) http://www.ilga.gov/

International Save the Children Alliance, http://www.savethechildren.net/

National Institutes of Health home pages, including Child Development, Mental Health, Drug Abuse, and many others, can be accessed through http://www.nih.gov


Office of the Assistant Secretary for Planning and Evaluation of the U.S. Department of Health and Human Services home page provides access to reports of studies on human services policy issues such as welfare reform, health policy issues, and a wealth of policy information: http://aspe.hhs.gov.

Office of Juvenile Justice and Delinquency Prevention website. Includes current statistical information on juvenile delinquency, copies of the Juvenile Justice Bulletin and other valuable publications at http://ojjdp.ncjrs.org


The Research Forum at the National Center for Children in Poverty, http://www.researchforum.org/

University of Illinois at Chicago website http://library.uic.edu/ gives students access to a number of databases for identifying professional journal articles by subject, author, and title. The Social Work Abstracts database is one of the most useful, particularly in the early stages of problem formulation. All UIC students are entitled to an ACCC account that can be set up from a computer in the UIC library. Just go to the ACCC Accounts website at: http://www.uic.edu/depts/accc/index.html

Urban Institute. *National survey of America’s Families*
http://www.urban.org/Content/Research/NewFederalism/NSAF/Overview/NSAFOverview.htm

U. S. Library of Congress Thomas Legislative Information website provides information regarding the status of the federal bills and laws, including access to the complete text of both at http://thomas.loc.gov

The U. S. Department of Health and Human Services home page http://www.hhs.gov/ provides information about welfare reform initiatives and links to the Children’s Bureau’s home page, which provides descriptions of policy initiatives and national data on child abuse and neglect reports, protective services, foster care, adoption, and independent living at http://www.acf.hhs.gov/programs/cb/

Session 2
9/2/10

**Frameworks for Policy Analysis; Social Workers and Social Policy.**

**Interteaching—First 30-45 minutes of class**

Required

Butterfield et al., *op cit.*, Chapter 1: Valuing the family, pp. 1-17; Chapter 2: Policy dynamics and family policy analysis, pp. 18-46; Chapter 3: Advocating for families, pp. 47-94; Chapter 13: Family policy in a global context, pp. 413-424.


Recommended


The Annie E. Casey Foundation disseminates trend data for eight measures of a healthy birth for every state and the nation’s largest cities, available at http://datacenter.kidscount.org/


Trends in Family Forms; Divorce Laws, Parent and Grandparent Rights; Immigrant Families.

Interteaching—First 30-45 minutes of class

Required

Butterfield et al., *op cit.*, Chapter 11: Marriage as family policy, pp. 359-382; Chapter 12: Family caregiving and aging policy, pp. 382-412.


Click on the GrandFacts link under Popular Items to the right of the webpage.


Recommended


AARP Grandparenting Website, http://www.aarp.org/family/grandparenting/


Richan, op cit., Chapter 3: Understanding policymakers, pp. 59-91, Chapter 4: Preparing the case, pp. 93-120.


PART II
THE “SOCIAL SAFETY NET”

Session 4
9/16/10


Interteaching—First 30-45 minutes of class

Required

Butterfield et al., op cit., Chapter 4: Family poverty, pp. 95-129; Chapter 5: Theories of poverty for family policy, pp. 130-157; Chapter 6: Welfare and food, pp. 158-175; Chapter 7: Work and employment, pp. 202-246.


Click on Public Policy Agenda in the middle of the webpage under Intergenerational Issues


Recommended


Session 5  
9/23/10

Policies Affecting Housing for Low Income Families; Child Care.

Interteaching—First 30-45 minutes of class

Required


Butterfield et al., op cit., Chapter 6: Housing policy, pp. 175-201; Chapter 9: The care and support of children, pp. 289-322.


Recommended


National Alliance to End Homelessness, Go to website http://www.endhomelessness.org/ and review Policy, Legislative Updates


Session 6
9/30/10

Emerging Issues in Health Care Policy; Child Health; Prenatal and Perinatal Care; Healthcare for Women; Healthcare for Urban Populations.

Policy debate first hour of class

Required


Butterfield et al., op cit., Chapter 8: Health care, pp. 247-288.


Session 7
10/7/10

Intimate Partner Violence and Other Forms of Family Violence.

Policy debate first hour of class

Required


Bureau of Justice Statistics, Intimate partner violence in the U.S.: http://bjs.ojp.usdoj.gov/content/intimate/ipv.cfm


Go to the website above, scroll down to Background Information, and click on the first link which has the title listed in the reference above.
Recommended


PART III CHILD WELFARE POLICIES

Session 8


Interteaching—First 30-45 minutes of class

Required


**Recommended**


Go to Federal, State, and Tribal laws and click on the CAPTA link. Skim the legislation.


**Session 9**

**10/21/10**

**Development of the Child Welfare System in the United States and in Illinois**

- Values guiding child welfare policy: from child-saving, permanency, cultural continuity, and family preservation
- Current federal policies guiding child welfare
- Overview of Illinois child welfare statutes, rules and procedures, and consent decrees

**Policy debate first hour of class**

**Required**


Click on the ASFA link in the related section.


Explore https://www.fosterconnections.org, a comprehensive on-line resource on the Fostering Connections to Success and Increasing Adoptions Act.


Become familiar with the site as a resource.


**Recommended**


**Session 10**

**10/28/10**

**Culture, Race, Sexual Orientation, and Policies Related to Child Placement Services.**

**Policy debate first hour of class**

**Required**


Recommended


Session 11
11/4/10
Preparing Youth for Independence.

Policy debate first hour of class

Required


Recommended


PART IV
POLICIES RELATED TO OTHER SYSTEMS AFFECTING CHILDREN AND FAMILIES

Session 12
11/11/10
Mental Health Services for Children and Adults; Special Education Services.

Inter-teaching—First 30-45 minutes of class

Required

Illinois State Board of Education, Special Education Services, http://www.isbe.state.il.us/SPEC-ED/
I don’t expect you to read this, rather scan it so you know what is available for parents and where you can go when you need to help parents understand special education in Illinois.


**Recommended**


Substance Abuse & Mental Health Services (SAMSA) website: http://www.samhsa.gov/index.aspx

UCLA School Mental Health Project http://smhp.psych.ucla.edu/

**Session 13**

**11/18/10**

**Juvenile Justice and Adult Criminal Justice Systems.**

**Interteaching—First 30-45 minutes of class**

**Required**


Recommended


Family and Corrections Network http://www.fcnetwork.org/

Office of Juvenile Justice and Delinquency Prevention (OJJDP) website: http://www.ojjdp.gov/


11/25/10 THANKSGIVING HOLIDAY – NO CLASS

Session 14 Future Directions – Shaping Child and Family Policy.
12/2/10 Second Hour – Review of Course and Course Evaluation.

Final assignment due at beginning of class period (Position Paper and Cover Letter)

Recommended


Richan, op cit., Chapter 11: Lessons Learned, pp. 281-293.

The politics of poverty and social policy, http://www.youtube.com/watch?v=7GEVU8lxEBI& feature=related

JPG & KT
7/13/11
COURSE DESCRIPTION: This course introduces students to the field of law as it relates to social policy and social work practice. Students will learn both theory and practice by examining the role of law in society, and how law affects social welfare programs and services. This course builds on the knowledge of social welfare institutions first introduced in Social Welfare Organization. It integrates knowledge from the social policy curriculum by exploring the role of law in the shaping of social policy. By exploring the legal environment in which clinical social work practice takes place it also integrates knowledge from the foundation curriculum.

The first part of the course examines the role of law in social change and social justice. Through an analysis of Supreme Court decisions, the interplay between law and social change in issues involving race, class, gender, and sexual orientation are examined. Students will learn basic constitutional law principles, including equal protection and due process.

The second part of the course focuses on the legal environment in social work practice, with particular emphasis on the skills and knowledge necessary for using the law to advocate for clients. Advocacy skills in administrative and court settings will be taught through an examination of the hearing process. Substantive knowledge in areas of greatest relevance to social work practice, including family law, health and mental health law and professional practice issues, will be explored. Selected court decisions will be used to illustrate various aspects of the law.

This part of the course is the application of social work to questions and issues relating to law and legal systems. It includes social work practice, which in any way is related to law and legal systems. It includes social work practice, which in any way is related to legal issues and litigation, both criminal and civil. Child custody issues, involving separation, divorce, neglect, termination of parental rights, the implications of child and spouse abuse, juvenile and adult justice services, corrections and mandated treatment all fall under this course.

It includes diagnosing, assessing, and treatment criminal and juvenile justice populations, diagnosing, treating, and making recommendation about mental status, assessing children’s interest, incapacities, or inability to testify, and serving as an expert witness.

LEARNING OBJECTIVES: By the end of the course, students will:

1. Understand the basic structure of the legal system, legal reasoning and basic legal and constitutional principles
2. Understand the forms and mechanisms of oppression and discrimination and the strategies and skills of change to advance social and economic justice.
3. Understand the impact of oppression and cultural and ethnic diversity in regard to distributive justice in American society.
4. Understand the differences and similarities in values, ethics and approaches to problem solving between the legal and social work profession, including conflict resolution approaches.
5. Know about substantive areas of law that directly affect the practice of social work.

6. Know how to communicate and work with lawyers to serve the best interests of their clients.

7. Know the methods of social and political actions that seek to ensure equal access for all people to the resources, employment, services, and opportunities they require to meet basic needs.

8. Understand the importance and mechanism, of conducting forensic interview, custody evaluations, and the incorporation of clinical assessments, psychosocial assessments, and family group interventions.

**PLAGIARISM:** Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else’s work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another’s work without citation; when a student paraphrases major aspects of another’s work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else’s work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

**HIPAA ALERT:** In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

**CONFIDENTIALITY:** Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

**STUDENTS WITH DISABILITIES:** Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

**E-RES (Electronic Reserve):** Most of the articles mentioned in the curriculum are available on electronic reserve [E-RES]. You can access the full text articles from your home or from a university computer at no charge.

**How do I Use E-RES?**

1. Go to the library’s online resources page: http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. Click on “Search E-RES” or on “Course Index,” and search by instructor’s name, department, course name, course number, document title, or document author. [All Foundations courses will be listed under Clemans, the sequence chair.]
4. Click on the link to your course.
5. Enter the password given to you by your instructor.
6. Locate and click on the item you wish to view. Titles beginning with “A”, “An”, or “The” are alphabetized under “A” and “T” respectively.
7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

COURSE REQUIREMENTS:

A. Texts and Readings

Required Texts


B. Course Assignments

Assignment One
Due Date: Class 7
Length: 10-12 pages. Please note that the cases distributed in class are an edited version. This assignment requires that you read the full text of the decision which can be found in a law library or on-line. Citations may be limited to applicable class readings and the decision itself.

Assignment Two
Due Date: Class 13
In-class exam. (Learning Objectives 1-6)

C. Class Design and Attendance: The course is conducted in seminar format. Each student is expected to actively participate in class discussions, contributing knowledge, experience and ideas. The policy of WSSW is that absences beyond two are cause for failure.

D. Grading: The university grading system will be applied. The grade will be based on class participation, n and quality and promptness of written assignments.

Criteria for final grades are as follows:
First assignment 40%
Second assignment 40%
Class participation 20%
Yeshiva University: Social Work 6281: Law and Social Work

COURSE SCHEDULE:

Session 1: Introduction.

• Review of course requirements, texts, syllabus
• Comparing the legal and social work profession
Learning objectives 4, 6

Required Reading


Suggested Reading


Session 2: An Overview of the Law and Legal System.

• What is law?
• Values and ethics in law
• Types and sources of law
• Difference between civil law and criminal law
• Structure of the court system
Learning objectives 1, 2

Required Reading


Suggested Readings


Session 3: Locating and Using Law Sources.

- Finding statutes, regulations and cases
- Reading a court opinion
Learning objective 1

Required Reading


Sessions 4-6: Law and Social Justice: The Role of the Constitution in Protecting Our Rights.

- Overview of the Constitution
- Due process of law
- Equal protection
Learning objectives 1, 2, 3, 5, 7

Required Readings


Suggested Readings


Sessions 7-8: Court and Administrative Hearings.

- Nature of the hearing process
- The role of the social worker
- Advocacy skills and strategies
Learning Objectives 3, 6, 7

Required Readings


Suggested Reading


Sessions 9-10: Law and the Family.

- Protection of children
- Mandatory reporting laws
- Domestic violence
Learning Objectives 1, 2, 3, 5, 7

Required Readings


Suggested Readings

Child Welfare


**Domestic Violence**


**Sessions 11-12: Legal Aspects of Health and Mental Health Care.**

- Mental health commitment
- Informed consent

Learning objectives 1, 2, 3, 5, 7

**Required Readings**


**Suggested Readings**

**Mental Illness**


Session 13: Legal Aspects of Social Work Practice.

- Licensing and credentialing
- Privilege and Confidentiality
- Malpractice issues

Learning objectives 1, 5

Required Readings


Suggested Readings


Session 14: Summary and Review.

BIBLIOGRAPHY:


Section C:

Diverse Populations
BRIAR CLIFF UNIVERSITY
DEPARTMENT OF SOCIAL WORK

SWRK 94IR: INDIAN CHILD WELFARE

| SPRING TERM III – HH 327 | Heather Craig-Oldsen, MSW, CSW  
Office Heelan 320, Phone 279-5489  
heather.craig-oldsen@briarcliff.edu  
Office Hours: M, T, W, F 8:30-9:10 and 12:30-1:40  
Tuesdays 9:20-noon and 12:30-1:50  
Thursdays work at home office (available by phone)  
Home: 402.755.2709 |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

COURSE DESCRIPTION: This course is designed for the undergraduate level and presents the provisions of the Indian Child Welfare Act of 1978 and best practices for working with Native families. The course provides an explanation of the law in non-legal language and outlines the recommended performance steps associated with effective social work practice. Information is provided both to support practice and to ensure appropriate case records while working with Native children and families. This course builds on material developed by attorneys and workers in the field of Indian Child Welfare.

COURSE OBJECTIVES: As a result of successfully completing this course, students will be able to:

1. Apply critical thinking skills within the context of professional social work practice, as evidenced by:
   a. analysis of the Indian Child Welfare Act as it relates to the Adoption and Safe Families Act (ASFA) and the Multiethnic Placement Act (MEPA)
   b. analysis of the historical and current directions of Indian child welfare policy
   c. analytical reflections of class presentations

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly, as demonstrated by informed discussions of ethical and best practices with Native children and families.

TEXTBOOK: This course will not utilize a textbook but students will be required to read articles and relevant material provided by the instructor for use in this course. "ICWA Guidelines" available at the National Indian Child Welfare Association (NICWA) website will be used extensively.

ASSIGNMENTS:

- Write a 1-2 page reflection and analysis following each class, as directed in the course schedule. See the rubric and Angel drop box for specific requirements for each reflection.
- Write a 4-5 page final paper on “Best Practices in Indian Child Welfare,” using at least five credible (peer reviewed) sources. Present three key points from your paper during a five-minute oral presentation on 5/7. See the rubric for specific requirements for the paper.
ATTENDANCE POLICY:

- Attendance is mandatory in this one-hour course. The only acceptable excuses for absences are personal/immediate family member illness or hospitalization, or immediate family member death. You must provide documentation on returning to class. One excused absence is allowed; beyond that the final grade will be lowered.
- As a courtesy, please keep all cell phones and beepers turned off during the class.

GRADING AND ASSESSMENT:

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<tr>
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<th>Points</th>
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<tr>
<td>1. Weekly reflections/analyses of guest speakers and presentations (8 @ 20 points each)</td>
<td>160</td>
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<tr>
<td>2. Paper</td>
<td>40</td>
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<td>Total Possible Points</td>
<td>200</td>
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Scale based on percentage of total points:

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
<td>80-83</td>
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<td>C+</td>
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<td>C</td>
<td>74-76</td>
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<td>C-</td>
<td>70-73</td>
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<td>D+</td>
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<td>64-67</td>
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<td>D-</td>
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<td>59 or below</td>
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SCHEDULE:

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<tr>
<th>DATE</th>
<th>TOPIC &amp; LEARNING OBJECTIVES</th>
<th>RESOURCES &amp; POST-CLASS ASSIGNMENTS</th>
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<tbody>
<tr>
<td>3/5</td>
<td>Introduction to Indian Child Welfare: Working with Native Families • Describe the historical context of Indian child welfare • Explain some of the unique characteristics of Indian child welfare services in California, as compared to services provided in Siouxland</td>
<td>Kathy LaPlante, MSW, Assistant Professor, University of South Dakota Social Work Program (Kathy worked as a children’s social worker III for the Department of Children and Family Services American Indian Unit in Los Angeles Country from 1993 to 2006) Assignments: Write a one to two page reflection on Ms. LaPlante’s presentation. Include information from one additional source. Begin reading ICWA Guidelines. (Chapters are available under Lessons Tab or at <a href="http://www.narf.org/icwa/">http://www.narf.org/icwa/</a>)</td>
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<tr>
<td>3/12</td>
<td>Examining Native Families through the Framework of Race and Power • Explain race as a social construct • Consider implications of the social construct of race in addressing the needs of Native American Families</td>
<td>Video (Race: The Power of an Illusion) Episode 1: The Difference Between Us (Companion web site is <a href="http://www.pbs.org/race">www.pbs.org/race</a>) Assignments Before Next Class: Write a one to two page reflection on the implications of the video’s key points in addressing the needs of Native American Families. Analyze the key points about race as introduced in the video. Be prepared to share your thoughts on 3/19. To prepare for next class, read the brief summaries of MEPA, ASFA &amp; ICWA posted under Lessons Tab.</td>
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<tr>
<td>DATE</td>
<td>TOPIC &amp; LEARNING OBJECTIVES</td>
<td>RESOURCES &amp; POST-CLASS ASSIGNMENTS</td>
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<td>3/19</td>
<td>Introduction to MEPA and ASFA as they relate to ICWA &amp; disproportionality</td>
<td>No guest lecturer. Be prepared to share your reflections on the previous video and your thoughts about the assigned readings. Assignments Before Next Class: Write a one to two page reflection comparing the provisions of ICWA, MEPA, AND ASFA (brief summaries are available under Angel’s Lessons tab) and analyzing the major components of each policy relative to the NASW ethical standards (available in Social Work Student Handbook on department web site) In preparation for next class read Overview of ICWA: The Most Ignored Law Ever, by Sherrie Eveleth (located under lessons tab). <a href="http://nebar.com/associations/8143/files/TNL-0805e.pdf">http://nebar.com/associations/8143/files/TNL-0805e.pdf</a></td>
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<td>Students will be able to:</td>
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<td></td>
<td>• Explain the history of child welfare policy and legislation in the U.S.</td>
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<td>including the development of the Multiethnic Placement Act (MEPA) and the Adoption and Safe families Act (ASFA)</td>
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<td>• Define the major requirements of MEPA, ASFA and ICWA</td>
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<td>• Explain the relationship between MEPA, ASFA and ICWA</td>
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<tr>
<td>3/26</td>
<td>ICWA: The Most Ignored Law Ever</td>
<td>Sherrie Eveleth, State of Nebraska ICWA Specialist Policy Section, Division of Children and Family Services Nebraska Department of Health and Human Services 209 North 5th Street Norfolk, NE 68701 <a href="mailto:sherri.eveleth@nebraska.gov">sherri.eveleth@nebraska.gov</a> Phone: (402) 370-4216, Fax: (402) 370-3497 Cell: (402) 750-0743 Assignment Before Next Class: Write a one to two page reflection on the key points addressed by Ms. Eveleth. In preparation for next class read Send Lawyers, Experts, and Active Efforts: Recent Developments in Nebraska Case Law Interpreting the Indian Child Welfare Act by Sarah Helvey &amp; Hon. Patrick Runge. (Helvey and Winnebago Tribal Court Judge Runge survey recent Nebraska ICWA cases. The article is located under the lesson tab and also at <a href="http://www.nebar.com/associations/8143/files/TNL-0110b.pdf">http://www.nebar.com/associations/8143/files/TNL-0110b.pdf</a>) Also print, read, and bring to class the appellate court decision located under the Resources tab (important links).</td>
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<td>• Explain ways to handling an out-of-home placement in compliance with both ASFA and ICWA</td>
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<td>• Identify the rights of all parties when an American Indian child is placed outside the home</td>
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<td></td>
<td>• Explain the optimum tribal response at various stages of an out-of-home placement of an American Indian child</td>
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<tr>
<td>4/2</td>
<td>Good Friday</td>
<td>No class</td>
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Briar Cliff University: Social Work 941R: Indian Child Welfare
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC &amp; LEARNING OBJECTIVES</th>
<th>RESOURCES &amp; POST-CLASS ASSIGNMENTS</th>
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<tbody>
<tr>
<td>4/9</td>
<td><strong>Working with an Appellate Case</strong> &lt;br&gt;• Explain ways to handling an out-of-home placement in compliance with both ASFA and ICWA &lt;br&gt;• Identify the rights of all parties when an American Indian child is placed outside the home &lt;br&gt;• Explain the optimum tribal response at various stages of an out-of-home placement of an American Indian child</td>
<td>Sherrie Eveleth  &lt;br&gt;Assignment Before Next Class: Write a one to two page reflection on how your work with the presented appellate case increased your knowledge of ICWA.</td>
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<td>4/16</td>
<td><strong>Social Work With Native Families in Siouxland</strong> &lt;br&gt;• Describe the services provided through the Native Unit of DHS &lt;br&gt;• Describe the job responsibilities of each of the employees in the Native Unit &lt;br&gt;• Identify the relationship between the Native Unit and the area Tribes &lt;br&gt;• Explain the challenges and benefits of operating a Native Unit in Siouxland</td>
<td>Shane Frisch, Social Work Supervisor  &lt;br&gt;Native Unit  &lt;br&gt;Iowa Department of Human Services  &lt;br&gt;Iowa Dept of Human Services  &lt;br&gt;822 Douglas 3rd Floor  &lt;br&gt;Sioux City, IA 51101  &lt;br&gt;255-2913 x2016  &lt;br&gt;Assignment Before Next Class: Write a one to two page reflection on how your introduction to the Native Unit changed or reinforced your thinking about working with Native families.</td>
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<td>4/23</td>
<td><strong>Working with Native Children and Youth in a Mental Health Setting</strong> &lt;br&gt;• Explain the unique mental health needs of Native children and youth, especially those in out-of-home care</td>
<td>Tanya Meier, MSW, LISW  &lt;br&gt;Member of Santee Sioux Tribe  &lt;br&gt;Former Youth Probation Officer  &lt;br&gt;Clinical Therapist  &lt;br&gt;Sioux City Mental Health Center  &lt;br&gt;<a href="mailto:meiert@aol.com">meiert@aol.com</a>  &lt;br&gt;712-898-7761 (cell)  &lt;br&gt;Assignment Before Next Class: Write a one to two page reflection on how Tanya Meier’s presentation changed or reinforced your thinking about working with Native children, youth, and families.</td>
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### Date: 4/30

**Topic & Learning Objectives:**
- Resource Networking
  - Describe the importance and complexities of locating resources for Native families
  - Identify resource especially important to Native families in Siouxland

**Resources & Post-Class Assignments:**
- Rosalie Two Bulls, MSW, CMSW
  - Member of Winnebago Tribe of Wisconsin
  - Served as Omaha Tribe Mental Health Director; Ho-Chunk Mental Health Therapist in Tomah, Black River, and La Crosse Wisconsin; Director of Guidance and Development Center in Macy, NE; Clinical Social Worker for Indian Health services in Wagner, SD, Pine Ridge, SD, and Winnebago, NE.

Assignment Before Next Class:
- Write a one to two page reflection on how Rosalie Two Bulls’ presentation changed or reinforced your thinking about working with Native children, youth, and families.

- Complete your 4-5 page final paper and prepare a five-minute oral presentation.

### Date: 5/7

**Topic:** Best Practices in Indian Child Welfare

**Resources & Post-Class Assignments:**
- Students present three important “best practices” during five-minute oral presentations of their final papers (see rubrics)

**Recommended References:**


Rubrics for Weekly Reflection and/or Analysis Papers for SWRK 94 IR (20 points each):

Each week students will complete a brief reflection and analysis of the class presentation. **These will be due, uploaded to the course’s Angel drop box, by Thursday noon before the next class.**

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<th>Rubric</th>
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<tr>
<td>Convey understanding and critical analysis of best practices with Native children and families (Indian child welfare) through personal reflection on reading assignments and class presentations</td>
<td>Student conveys a clear understanding and interpretation of the social work profession’s ethical standards as they apply to child welfare best practices with native children and families. The paper clearly reflects at least two key points from the presentation, comparing and contrasting the information with an additional source (NASW Ethical Standards, ICWA Guide, peer reviewed journal, etc.). The student clearly and succinctly compares and contrasts multiple and complex ideas presented in class and in readings. (10 points)</td>
<td>Student conveys a beginning understanding and interpretation of the social work profession’s ethical standards as they apply to child welfare best practices with native children and families; student attempts to compare and contrast ideas presented in class and in readings with an additional source (NASW Ethical Standards, ICWA Guide, peer reviewed journal, etc.). (7 points)</td>
<td>No evidence of understanding of the issues presented in class and in the readings; no attempt to compare and contrast ideas (0)</td>
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<td>Organization, correct writing and number of pages</td>
<td>Student demonstrates adequate planning and organization as evidenced by submitting weekly reflection/analysis on time or early; grammatically correct and properly formatted according to “The Little Brown Handbook”; reflections may be written in first person; 1 to 2 pages, typed, double-spaced, 12-point font, 1-inch margins; pages are numbered. (10 points)</td>
<td>Student demonstrates adequate planning as evidenced by submitting the assignment on the day assigned but after class; three to five grammatical or spelling errors in an otherwise “A” reflection paper (7 points)</td>
<td>Inadequate planning and organization as evidenced by assignment being submitted more than 24 hours after due date; more than seven grammatical and/or spelling errors (0)</td>
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Rubric for Final Paper SWRK 94 IR (80 points): Write a 4 – 5 page final paper on “Best Practices in Indian Child Welfare”, using at least five credible (peer reviewed) sources. Present three key points from your paper during a five-minute oral presentation on 5/7. See the rubric for specific requirements for the paper.

<table>
<thead>
<tr>
<th>Convey understanding and critical analysis of best practices with Native children and families (Indian child welfare)</th>
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<tr>
<td>Student conveys a clear understanding and interpretation of the social work profession’s ethical standards as they apply to child welfare best practices with native children and families; student clearly compares and contrasts multiple complex ideas presented in research, in class and from credible sources about ICWA, MEPA, and ASFA (20)</td>
<td>Student conveys a beginning understanding and interpretation of the social work profession’s ethical standards as they apply to child welfare best practices with native children and families; student compares and contrasts ideas presented in research, in class and in readings about ICWA, MEPA, and ASFA (14)</td>
<td>No evidence of understanding of the issues presented in class and in the readings; no attempt to compare and contrast ideas (0)</td>
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| Be prepared and organized | Student demonstrates adequate planning as evidenced by handing in the assignment on time or early; oral presentation is not less than 4 minutes or more than 6 minutes; student effectively uses Power Point and/or other visual aids prepared in advance and properly cited (20) | Student demonstrates adequate planning as evidenced by handing in the assignment on the day assigned; oral presentation is not less than 2 minutes or more than 7 minutes (14) | No indication of planning; paper is more than a day late (0) |

| Demonstrate professionalism, convey respect of cultural differences, and demonstrate ability to practice without discrimination | Student does an exceptional job of conveying understanding of the value base of the profession and its ethical standards and principles (incorporate at least three standards or principles into the presentation); student conveys excellent understanding of the forms and mechanisms of oppression and discrimination experienced by Native families; student describes research-based best practices for Native families (20) | Students convey a beginning understanding of the value base of the profession and its ethical standards and principles and adequately describes research-based best practices for working with Native families (14) | Students do not verbalize respect for cultural differences; students express prejudicial biases; no reference to best practices in Indian child welfare (0) |
| Proper use of citations and references, APA style  
(Plagiarism will result in failure. Be certain to properly cite all sources.) | Correctly formatted “References” page is included at the end of the paper; five or more sources are cited in the course of the paper and integrated throughout the paper; the sources are in correct APA form; all ideas and information derived from sources are cited; sources are dovetailed throughout paper (no section comes from a single source). (10 points) | Citations and references written correctly in APA style, including a “References” page, with no more than 5 structural errors; 5 or more sources cited with an attempt to integrate the sources throughout the paper. (7) | No citations or references (0) 
(If the paper is plagiarized, student will automatically fail the course and the Academic Dean will be notified in writing, per student handbook.) |
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<td>Correct writing and number of pages</td>
<td>Grammatically correct and properly formatted according to “The Little Brown Handbook”; written in third person; 4-5 pages, typed, double-spaced, 12-point font, 1-inch margins; pages are numbered. (10 points)</td>
<td>Five to seven grammatical or spelling errors in an otherwise A paper (7)</td>
<td>More than ten grammatical and/or spelling errors (0)</td>
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MORGAN STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

SOWK 630: URBAN CHILD WELFARE

Fall 2011

Instructor:
Office:
Office Hours:
Phone:
Email:

PRE-REQUISITES: Students must complete all foundation courses or have advanced standing status before taking concentration courses.

REQUIRED TEXTS:


RECOMMENDED TEXT:


COURSE DESCRIPTION: This course is designed to prepare students with the knowledge, skills, and ethics for effective practice in the field of urban child welfare. The course will explore the history, evolution, and current status of child welfare policies, the service continuum provided to families and children, and the socio-cultural context of child welfare practice. Emphasis will be placed on culturally competent assessment, intervention, and evaluation strategies as their relevance to poor, urban, and African American families and communities. Empowerment and strengths base perspectives will form the theoretical framework for practice skills.

WEB RESOURCES:
11. http://www.childhelpusa.org/
17. http://www.nccanch.acf.hhs.gov/topics/prevention

COURSE LEARNING OBJECTIVES AND MEASURES: Specific core competencies and association practice behaviors, per the 2008 Council on Social Work Education and Accreditation Standards (EPAS) are listed below. Please see Attachment A at the end of the syllabus for a list of the core competencies.

This course has the following objectives and outcome measures and by the end of the semester students should be able to:

1. Demonstrate and apply an increased knowledge of the history, evolution, and current status of child welfare policies and services.
   **EP: 2.1.1, 2.1.3, 2.1.3**
   **Outcome Measures:** summary and analysis of field placement, research paper, mid-term examination

2. Utilize the broad scope of services involved in public child welfare as a means for developing an appropriate understanding of the multi-systems approach to urban child welfare practice.
   **EP: 2.1.1, 2.1.2, 2.1.4, 2.1.8**
   **Outcome Measures:** summary and analysis of field placement, resource notebook

3. Understand the relationships between discerning values and ethics inherent in child welfare practice; and develop high level of confidence in resolving ethical dilemmas and ethical decision making in the authority/helper role in child welfare; as a means for applying the ethics embodied in the NASW and NABSW Codes of Ethics as they guide professional and ethical practice in child welfare.
   **EP: 2.1.1, 2.1.2, 2.1.3**
   **Outcome Measures:** summary and analysis of field placement, class discussion, resources notebook on child welfare, mid-term examination

4. Utilize the multi-systems approach to urban child welfare practice; as a means for developing an appropriate understanding of the multiple roles of the social worker in child welfare practice.
   **EP: 2.1.1, 2.1.2, 2.1.4, 2.1.6, 2.1.7, 2.1.10**
   **Outcome Measures:** class discussion, mid-term examination, resources notebook

5. Understand relationships between poverty, race, culture, gender, class, and the dynamics of oppression contribute to the over-representation of African American and other children of color in the child welfare system.
   **EP: 2.1.1, 2.1.4, 2.1.5, 2.1.6, 2.1.11**
   **Outcome Measures:** resources notebook on child welfare, research paper, midterm examination
6. Demonstrate a comprehensive knowledge base of the etiology of child maltreatment including social and economic stressors that urban families and communities face.
   **EP: 2.1.4, 2.1.5, 2.1.8, 2.1.12**
   **Outcome Measures:** research paper, mid-term examination, classroom discussion/activities, summary and analysis of field placement

7. Identify, and utilize national, state, and local policies that impact families and children; in a manner which allows for appropriate assessment, monitoring and evaluation of theoretical and practice methodologies for urban families, children and communities of color.
   **EP 2.1.3, 2.1.9, 2.1.10**
   **Outcome Measures:** research paper, summary and analysis of field placement, resources book, mid-term evaluation

**INSTRUCTIONAL METHODS:** The course will utilize didactic and experiential methods to achieve knowledge, skills, and values objectives listed above. Lecture, discussion, classroom exercises, audio-visuals, individual and group presentations and examinations will be utilized to capture the diverse learning styles of students. Students are expected to complete assigned readings prior to class time, come to class on time and remain throughout the class (unless previously arranged with the instructor), engage with peers and the instructor in a respectful and professional manner, and turn in all assignments when they are due.

**PRINCIPLE METHODS OF INSTRUCTION:**

- Classroom lectures
- Group Presentations
- Policy Analysis
- Role Plays
- Media

**PROFESSIONAL ACADEMIC BEHAVIOR:** Professional classroom behavior is expected of students at all times. Everyone is expected to be respectful of one another and to maintain a classroom environment where all persons are considered valuable contributors to the learning process. Failure to comply with this policy will result in removal from class.

In addition, all students are expected to conduct themselves according to the highest standards of academic and professional honesty. The MSU Policy on Academic Dishonesty and the NASW Code of Ethics will be fully enforced in this course. The MSU Code of Student Ethics as well as the NASW Code of Ethics prohibit misconduct including cheating (fraudulent use of the work of others), fabrication (falsification of data or information presented in papers or reports), plagiarism (adopting the words or ideas of others without appropriate attribution), and interference with another student’s work. Be reminded that academic dishonesty (e.g. plagiarism, stealing or mutilating library materials, cheating on tests, etc.) is taken seriously by the university. There will be serious consequences for students found to be academically dishonest.

**METHOD OF EVALUATION:** Students will be evaluated on the following course assignments:

- Resources notebook on child welfare: 20%
- Mid-term examination – in class: 30%
- Summary and analysis of field: 20%
- Research paper on state or federal child welfare policy analysis: 30%
ATTENDANCE POLICY: The Social Work Program values attendance and punctuality. Therefore, unexcused absences and chronic tardiness are strongly discouraged and will be used in the final evaluation of your performance in this course. Further explanation of the university’s policy on class attendance can be located in the University Catalog.

DISABILITY ASSISTANCE: Any student needing accommodation because of a disability or other special circumstances should notify the instructor immediately. Please see the Graduate University Bulletin for additional information on the University’s statement regarding disability assistance in the teaching-learning process.

ACADEMIC HONESTY: All students are expected to conduct themselves according to the highest standards of academic and professional courtesy and honesty. The MSU Policy on Academic Dishonest and the NASW Code of Ethics will be fully enforced in this course. The MSU Code of Student Ethics as well as the NASW Code of Ethics prohibit misconduct, including cheating (fraudulent use of the work of others), fabrication (falsification of data or information presented in papers or reports), plagiarism (adopting the words or ideas of others without appropriate attribution), and interference with another student’s work.

COURSE OUTLINE:

UNIT I: OVERVIEW OF THE STUDY OF CHILD WELFARE SERVICES AND PRACTICE

Session 1
Child welfare in the urban environment
Child welfare from a generalist perspective
Utilization of the strengths based perspective in child welfare

Required Readings:


Recommended Readings:


Session 2
Current issues in child welfare
Current issues for African American children in child welfare

Required Readings


UNIT II: THE HISTORY AND EVOLUTION OF CHILD WELFARE IN THE U.S.

Session 3  
Rights and responsibilities of the family  
Maryland laws, regulations, and policies

Required Readings:


Session 4  
Child welfare policy and policy development  
Policy-practice as a social work skill  
Policy analysis of MEPA, IEPA, Indian Child Welfare Act

Required Readings:


UNIT III: CHILD WELFARE, DIVERSITY, AND THE URBAN COMMUNITY

Session 5  Child welfare services and the changing family
Diverse families in the child welfare system
Family preservation
Prevention of placement in child welfare

Required Readings:


Recommended Readings:


Session 6  Navigating the court system
Child welfare and the court systems
Maryland laws
Maryland court system

Required Readings:


CASE: TBA

Session 7  The urban community – needs, resources, strengths
Kinship care
Over-representation of African Americans in child welfare system
Socio-economic and socio-cultural issues in child welfare

Required Readings:


**Recommended Reading:**


**Session 8**

Kinship care as a resource
Adoption

**Required Readings:**


**Recommended Readings:**


**Session 9**

**IN CLASS MID-TERM EXAMINATION**

**UNIT IV: CHILD MALTREATMENT, ETHICAL DILEMMAS, AND PRACTICE ISSUES**

**Session 10**

Adoptions
Value and ethical dilemmas in child welfare
Strategic and ethical responses to discrimination
The authority/helper role of the child welfare social worker
Child welfare worker retention and burnout

**Required Readings:**


UNIT V: THE CHILD WELFARE SERVICE CONTINUUM

Session 10

Children aging out of foster care
Independent living
The child welfare service continuum
CWLA standards of excellence in child welfare

Required Readings:


Recommended Readings:


Session 11

Assessment
Intervention
Evaluation of child welfare services

Required Readings


CASE: Diane Schuler
Retrieve and review documentary at

BIBLIOGRAPHY:


Attachment A

Council on Social Work Education (CSWE)

Educational Policies and Practice Behaviors

Upon graduation from Morgan State University’ School of Social Work, students will master the following core competencies:

Educational Policy 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Educational Policy 2.1.2 Apply social work ethical principles to guide professional practice.

Educational Policy 2.1.3 Apply critical thinking to inform and communicate professional judgments.

Educational Policy 2.1.4 Engage diversity and difference in practice.

Educational Policy 2.1.5 Advance human rights and social and economic justice.

Educational Policy 2.1.6 Engage in research-informed practice and practice informed research.

Educational Policy 2.1.7 Apply knowledge of human behavior and the social environment.

Educational Policy 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Educational Policy 2.1.9 Respond to contexts that shape practice.

Educational Policy 2.1.10 Engage [2.1.10(a)], assess [2.1.10 (b)], intervene [2.1.10 (c)], and evaluate [2.1.10 (d)] individuals, families, groups, organizations, and communities.

Yeshiva University
Wurzweiler School of Social Work

Social Work 6814: Social Work Practice with Latino Families

Spring 2012

Instructor: Dr. G. M. Castex

Course Description: This seven-week elective course introduces the origins and history of Latinos in the United States; profiles the Latino communities; and provides an overview of the needs, circumstances, common strategies for survival, and services available to support Latino families. The social work practice implications of the interrelationships among demographics, history, immigration issues, and social justice and policy issues and will be explored.

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

- To integrate a beginning understanding of the history of the Latino/Hispanic ethnic group in the United States into their social work practice.
- To understand the demographic makeup, strengths and social needs of the various Latino/Hispanic groups as they impact on social work practice.
- To begin to identify significant legal, socio-economic, and political issues related to Latino immigration.
- To develop an understanding of the critical role and application of culturally competent social work practice in work with Latino/Hispanic families.

Grading:

Assignment 1: 50%
Assignment 2: 22%
Constructive Class Participation: 14%
Attendance and Punctuality: 14%

Required Text:


Recommended Texts and Resources:


ASSIGNMENTS: To be distributed in class.

PLAGIARISM: Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else’s work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another’s work without citation; when a student paraphrases major aspects of another’s work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else’s work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT: In line with the new HIPPA regulations concerning protected health information, it is important that you understand that any case information that you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY: Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES: Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.
COURSE OUTLINE:

UNIT I. INTRODUCTION
(Session 1)

- Introductions and course overview
- Definitions of terms, names, and labels
- An introduction to the development of the Hispanic/Latino group in the United States
- Course assignments

Required Readings:


UNIT II. INTRODUCTION TO THE HISTORY OF LATINOS AND FORMATION OF THE GROUP IN THE UNITED STATES
(Sessions 2, 3)

Required Readings:


UNIT III. EXPLORING THE DIVERSITY OF LATINO COMMUNITIES
(Session 4)

Required Readings:


UNIT IV. IMMIGRATION PROCESS AND ITS IMPACTS ON LATINOS
(Session 5)

Required Readings:

American Civil Liberties Union. (n.d.) Know your rights when encountering law enforcement. New York: Author. Available at www.aclu.org


UNIT V. SOCIAL WORK PRACTICE WITH LATINO FAMILIES
(Sessions 6, 7)

Required Readings:


Cleaveland, C. "We are not criminals": Social work advocacy and unauthorized migrants. Social Work, 55, 74-81.


Section D:

Special Topics
CASE WESTERN UNIVERSITY
SASS 500: SUPERVISION AND LEADERSHIP

Spring 2012

Instructor: Victor Groza, Ph.D., LISW
Beth Brindo, MSSA, LISW-S

Intensive Weekend Program

Office Phone: (216) 368-6682
Office Location: MSASS, Room 306
Class: March 23, 24, 25; April 21, 22
Mailing Address: CWRU/MSASS
Email: victor.groza@case.edu
        beth.brindo@case.edu
CN: 8894

Office Location: MSASS, Room 306

COURSE DESCRIPTION: This course has two foci. First, the course focuses on the role of strength-based supervision in improving outcomes clients served in the various social service systems, and on developing the skills necessary for effective supervision and leadership. The course examines the context of contemporary supervision, and presents models of supervision grounded in systems theory, developmental theory, and social justice theory. Second, the course is also designed to build practical skills for organizational leadership, focusing on adaptive leadership. The examples are geared toward child welfare supervision but the knowledge and skills are applicable to a variety of human services fields. This course works if you are in a supervisory position. It was created as part of the federally funded Child Welfare Fellows Program.

COURSE OBJECTIVES WITH ABILITIES:

1. Present theories and concepts of learning organizations and resilience as applied to social service systems (Ability: Think Critically about Theory and Research Knowledge).


3. Introduce students to the dynamics of organizational change and the role of the supervisor in leading change and supporting workers during transformational systems change (Ability: Think Critically about Theory and Research Knowledge).

4. Introduce students to basic skills in strength-based, reflective supervision and multiple methods of supervision (Ability: Apply Social Work Methods).

5. Provide opportunity for hands-on practice of leadership skills relevant to supervision (Ability: Apply Social Work Methods, Identify as a Reflective Professional Social Worker).
6. Address ethical dilemmas and commitment to ethical decision-making in supervision at organizational and practice levels (Ability: Uphold Social Work Values & Ethics).

7. Introduce students to a framework for supervising practice in the context of diversity, including ethnicity, immigrant/refugee status, class, age, disability status, sexual orientation and gender (Ability: Integrate Cultural, Economic, and Global Diversity).

8. Present the roles and functions of the supervisor across the range of domains including human resource development, practice supervision, community and public relations, and promoting workplace resilience (Ability: Apply Social Work Methods, Identify as a Reflective Professional Social Worker).

9. Understand Adaptive Leadership in organizations & apply the style of leadership to a concern or problem in their agency (Ability: Apply Social Work Methods, Identify as a Reflective Professional Social Worker).

**COURSE ASSESSMENTS FOR LEARNING:**

A. Students will demonstrate understanding of the context of supervision.  
   Measured by short paper analyzing the context of a specific supervision issue based on student's experience in their field or work.

B. Students will apply knowledge of the developmental supervision model and utility of a supervision program.  
   Measured by preparation of individual and unit development plans based on their agency (or a profile of a team).

C. Students will demonstrate the ability to think critically about ethical issues and to apply an ethical decision-making model to problems which arise in supervision.  
   Measured by satisfactory participation in an in-class exercise and by two reflection papers on ethical supervision issues.

D. Students will demonstrate skill in reflective supervision of case practice, including supervision around clinical issues.  
   Measured by a written reflection of participation or observation of supervision in their field or work.

E. Students will demonstrate skill in giving effective performance feedback.  
   Measured by written reflection from observing a colleague or fellow student.

F. Students will demonstrate knowledge and awareness of the skills needed for managing a diverse workforce and for supervising culturally competent practice with diverse communities.  
   Measured by a paper on supervisory challenges when managing diversity.

G. Students will demonstrate an understanding of the process for leading change in an agency.  
   Measured by successfully applying principles of leading change in the paper described in A above & in a presentation of concepts relevant to an issue at their agency.

H. Students will demonstrate an understanding of a general model of work stress, secondary trauma and the pros and cons of critical incident debriefing.  
   Measured by a journaling about their experiences.
COURSE ASSIGNMENTS—LATE PAPERS ARE NOT ACCEPTABLE

1. Students are expected to complete all required readings and to participate in class discussions and exercises about the readings.

2. Mandatory participation in exercises. A brief (one paragraph) written reflection will be required to be submitted after completing each module. Inability to attend class on the days in which these exercises are scheduled will not be excused except for illness or emergency.

3. Short papers: Students have assignments that serve as the basis for class activities; they need to turn them in at the beginning of class for a quick review and they will be returned.

4. Completion of a project consisting of creating individual and unit development plans based on a child welfare team (real or hypothetical). Projects will be graded based on the extent to which they reflect an understanding of the developmental supervision model, multiple supervision methods, and supervisor strategies for developing worker competence to achieve outcomes.

5. A plan of how you will practice adaptive leadership with reference to concepts and ideas found in the book *The Practice of Adaptive Leadership*.

REQUIRED TEXTBOOKS:


CLASS FORMAT: The format includes lectures, exercises, and experiential activities that involve all students as active learners. Each student is expected to share experiences or ideas that will enrich class discussions, drawing on past or current practice experiences.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic(s)</th>
<th>In Class Event</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Strength-Based Supervision; The Learning Organization; The Systems Context of Supervision</td>
<td>Ice-breaker exercise; Lecture: Strength-Based Supervision; Leadership Self-Assessment Inventory; Plan for developing competencies</td>
<td>Austin &amp; Hopkins (A&amp; H) Chapters 1 &amp; 2; Leadership Competency Framework</td>
<td>Bring to class your self assessment and plan for developing your competencies.</td>
</tr>
<tr>
<td>Module</td>
<td>Topic(s)</td>
<td>In Class Event</td>
<td>Readings</td>
<td>Assignment</td>
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<tr>
<td>2</td>
<td>The Supervisory Relationship; Parallel Process; Developmental Model of Supervision</td>
<td>Lecture: Developmental Models of Supervision</td>
<td>A &amp; H Chapters 15, 25</td>
<td>Answer question 4 in Chapter 15 &amp; bring to class for review and feedback</td>
</tr>
<tr>
<td>3</td>
<td>Ethical Supervision and Legal Risk Management</td>
<td>Lecture: Adult Learning lecture</td>
<td>A &amp; H Chapter 9</td>
<td>Answer questions 2 &amp; 3 in Chapter 9; bring your topics, format and plan for how the techniques will be supervised for integration in the work place</td>
</tr>
<tr>
<td>4</td>
<td>Reflective Supervision</td>
<td></td>
<td>A &amp; H Chapters 4</td>
<td>Answer questions 1 &amp; 5 in Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>Clinical Supervision</td>
<td>Lecture: Adult Learning lecture</td>
<td>Chapters 7 &amp; 8; articles by Strand &amp; Giddings and colleagues</td>
<td>Bring a case to class</td>
</tr>
<tr>
<td>6</td>
<td>Supervision Programming</td>
<td></td>
<td>A &amp; H Chapter 19</td>
<td>Answer question 5</td>
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<tr>
<td>7</td>
<td>Evaluation: assessing worker competence; managing performance problems, giving effective feedback</td>
<td></td>
<td>A &amp; H Chapters 17 &amp; 18</td>
<td>In Chapter 16, answer questions 1 &amp; 4; in Chapter 7, answer questions 4 &amp; 5</td>
</tr>
<tr>
<td>8</td>
<td>Managing Diversity; Supervision of Culturally Competent Practice</td>
<td>Lecture: Organizational life cycles &amp; culture</td>
<td>A &amp; H Chapter 5</td>
<td>Answer questions 2 &amp; 3 in Chapter 5</td>
</tr>
<tr>
<td>9</td>
<td>Modern Organizations: CFSRs, Systems of Care philosophy, using data to inform supervision and practice</td>
<td>Lecture: NRC as resources for agencies</td>
<td>A &amp; H Chapter 20</td>
<td>Answer question 3</td>
</tr>
<tr>
<td>11</td>
<td>Leadership Skills: Leading Change; Team Building</td>
<td>Lecture: Leadership Styles</td>
<td>A &amp; H Chapters 13 &amp; 14</td>
<td>Answer question 4 in Chapter 13 and questions 3 &amp; 7 in Chapter 14</td>
</tr>
<tr>
<td>12</td>
<td>Leadership Skills: Running Meetings; Delegation</td>
<td></td>
<td>A &amp; H Chapters 12</td>
<td>Answer questions 1 &amp; 4 in Chapter 12</td>
</tr>
<tr>
<td>Module</td>
<td>Topic(s)</td>
<td>In Class Event</td>
<td>Readings</td>
<td>Assignment</td>
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<tr>
<td>13</td>
<td>Supervising around evidence based clinical practice</td>
<td></td>
<td>A &amp; H Chapter 22</td>
<td>Choose 1 of 5 questions in Chapter 22 and respond to that question</td>
</tr>
<tr>
<td>14</td>
<td>Managing Stress and Promoting Resilience</td>
<td>Small group: Identify sources of stress in the field, effects of stress/impact on behavior &amp; health Lecture: Building resilience in child welfare workers</td>
<td>2 articles: Worker related trauma; compassion, fatigue &amp; burnout</td>
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</tr>
<tr>
<td>15</td>
<td>Adaptive Leadership</td>
<td>Power Point presentation on concepts from the book as they related to an issue or concern in their agency Participation in a simulation exercise &amp; debriefing from the exercise</td>
<td>The Practice of Adaptive Leadership</td>
<td>Read the entire book</td>
</tr>
</tbody>
</table>

**GRADING POLICY:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Meaning</th>
<th>Explanation</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>Outstanding/Superior</td>
<td>Exceptional performance; consistently exceeds expectations</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
<td>Strong performance; often exceeds expectations</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Very Good</td>
<td>Consistently meets and occasionally exceeds expectations</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Good</td>
<td>Meets expectations</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Somewhat Below Expectations</td>
<td>Sometimes falls short of expectations</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Often Below Expectations</td>
<td>Often falls short of expectations</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Below Expectations</td>
<td>Unevenness or inconsistent in grasp of content and experience</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Well Below Expectations</td>
<td>Very inconsistent in grasp of content and experience</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Fail</td>
<td>Complete lack of grasp of content and experience; does not meet minimal expectations</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete</td>
<td>Automatically becomes an &quot;F&quot; by instructor if work is not completed within the specified time period</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Official withdrawal</td>
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</tbody>
</table>

Late assignments will not be accepted.
ATTENDANCE POLICY: Students are expected to attend all classes. If a student is unable to attend class, he/she must let the instructor know in advance. A message on the instructor’s voice mail or e-mail is sufficient if it is sent before the class meets. Attendance will be taken at all class sessions. **BEING LATE WILL COUNT AS AN ABSENCE.** If the student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class. Students who miss more than 20% of class meetings, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it or receive a grade of F.

In the Intensive Weekend program, students may not miss more than one day; in the full-time program, students may not miss more than three classes. Instructors have the discretion to establish a stricter policy and list it in the course syllabus. Instructors may permit exceptions, with prior consultation from the Assistant Dean for Student Services and with a written plan signed by both the student and instructor of how time missed from class will be made up. Please note, it is not always possible to make up missed time because of the nature of some courses.

If you miss more than half of any day you will have to withdraw from the course.

**CONFORMITY TO MSASS POLICIES** as they pertain to the Professional Code of Conduct, Plagiarism, and Incompletes as stated in the MSASS Student Manual.

- **Professional Code of Conduct** – Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies.
- **Plagiarism** – The submission of work done by another with the intent that it be viewed and evaluated as one’s own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.
- **Incompletes** – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

**STATEMENT ON DISABILITY:** Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

**ONLINE COURSE EVALUATIONS:** You will receive an email one week prior to the last day of classes reminding you that end-of-semester evaluations will soon be available on line. The email will also specify the timeframe for completion. The link for completing evaluations is: [https://its-services.case.edu/course-evals/evaluate](https://its-services.case.edu/course-evals/evaluate)

The course evaluation serves several important functions. Personally, it allows you to reflect on the course and how it impacted your learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty use the feedback to improve instruction. Therefore, it plays a significant role in the school, and your full and careful attention is appreciated.
ADDITIONAL READINGS:


NEW MEXICO STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

MSW 551: GENERALIST SOCIAL WORK PRACTICUM

Fall 2011

Instructor:
Office:
Office Hours:
Phone:
Email:

Field Liaison:
Email:
Phone:
Seminar day of the week:
Seminar time:
Seminar place:

COURSE CATALOG DESCRIPTION: MSW 551 Generalist Field Practicum - Supervised professional practice in a community social service agency, providing experiential instruction and learning; seminar required. Evaluation criteria for this course will include upholding social work practice standards for interpersonal and ethical conduct.

Total of 225 hours in the field each semester is required – 3 credits each semester
Pre/Co-requisite (s): MSW 505, MSW 509, MSW 510, MSW 520, Restricted to MSW Majors. Grade is S or U first semester field.

COURSE DESCRIPTION: Supervised social work practice in a university approved agency. This course focuses on generalist social work practice. At this level students are expected to assume substantive responsibility for carrying out social work activities.

- Students are given the opportunity to observe and assume social work activities in direct and indirect practice under close supervision.
- These field work opportunities enable students to apply and integrate previous and current learning.
- Opportunities will be available for students to develop knowledge of professional practice at multiple system levels and with a variety of cultural, ethnic, racial, gender and age groups.
- **The course has four equally important requirements:**
  1. Agency Attendance and Performance
  2. Seminar Attendance and Performance
  3. Documented student development of Competencies and Practice Behaviors
  4. Timely submission of Competency Based Assignments in seminar
COURSE OBJECTIVES: Upon completion of the course, students will be competent in foundation competencies:

- Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.
- Identify themselves as a professional social worker and conduct themselves accordingly at their agency and in the field.
- Engage with diverse clients in the practice setting.
- Apply critical thinking to inform and communicate professional judgments.
- Advance human rights and social justice in the field.
- Identify and engage in research-informed practice and practice-informed research in the field.
- Apply knowledge of human behavior and the social environment to practice in the field.
- Identify relevant policy in their field practicum to advance social and economic well-being and to deliver effective social work services.
- Identify the process needed to respond to contexts that shape practice in the field.

COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY & ACCREDITATION STANDARDS (EPAS)

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 10. Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>ENGAGEMENT</td>
</tr>
<tr>
<td>29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>30. Demonstrate empathy and other interpersonal skills</td>
</tr>
<tr>
<td>31. Develop a mutually agreed-on focus of work and desired outcomes.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
</tr>
<tr>
<td>32. Collect, organize, and interpret client data</td>
</tr>
<tr>
<td>33. Assess client strengths and limitations.</td>
</tr>
<tr>
<td>34. Develop mutually agreed-on intervention goals and objectives.</td>
</tr>
<tr>
<td>35. Select appropriate intervention strategies.</td>
</tr>
<tr>
<td>INTERVENTION</td>
</tr>
<tr>
<td>36. Initiate actions to achieve organizational goals;</td>
</tr>
<tr>
<td>37. Implement prevention interventions that enhance client capacities.</td>
</tr>
<tr>
<td>38. Help clients resolve problems.</td>
</tr>
<tr>
<td>39. Negotiate, mediate, and advocate for clients.</td>
</tr>
<tr>
<td>40. Facilitate transitions and endings.</td>
</tr>
<tr>
<td>EVALUATION</td>
</tr>
<tr>
<td>41. Critically analyze, monitor, and evaluate interventions</td>
</tr>
</tbody>
</table>

Course Objective: Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

Assignment:

Schedule/content:
### Competency 1. Identify myself as a professional social worker and conduct myself accordingly.
Social workers serve as representatives of the profession, its mission and core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development.
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance, and communication.
5. Engage in career-long learning.
6. Use supervision and consultation.

### Competency 2. Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant laws.

7. Recognize and manage personal values in a way that allows professional values to guide practice.
8. Make ethical decisions by applying standards of the national association of social workers code of ethics and, as applicable, of the international federation of social workers/international association of schools of social work ethics in social work, statement of principles.
9. Tolerate ambiguity in resolving ethical conflicts.
10. Apply strategies of ethical reasoning to arrive at principled decisions.

### Competency 3. Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Critical thinking is augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom.
13. Demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations, and colleagues.

### Competency 4. Engage with diverse clients in the practice setting.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, as well as create or enhance privilege and power.
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
17. View themselves as learners and engage those with whom they work as informants.
**Competency 5. Advance human rights and social justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

18. Understand the forms and mechanisms of oppression and discrimination.
19. Advocate for human rights and social and economic justice.
20. Engage in practices that advance social and economic justice.

**Competency 6. Identify (Engage in) research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

21. Use practice experience to inform scientific inquiry and
22. Use research evidence to inform practice.

**Competency 7. Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
24. Critique and apply knowledge to understand person and environment.

**Competency 8. Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services.** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

25. Analyze, formulate, and advocate for policies that advance social well-being.
26. Collaborate with colleagues and clients for effective policy action.

**Competency 9. Identify the process needed to respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
FIELD COURSE WORK EVALUATION CRITERIA
Used for Midterms and Finals evaluations
Your work will be evaluated using the above criteria

<table>
<thead>
<tr>
<th>Practice Behaviors Competency Level Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 = A EXCELLENT</strong> – Consistently performs above expectations in all aspects of social work practice. Critical thinker and effective team player. Takes control of own learning. Has the discipline to complete tasks in a timely manner, interacts with everyone in the agency in a courteous and professional manner. <strong>The student demonstrated effective use of this practice behavior consistently and effectively.</strong> All practice behaviors need to have examples of how you are practicing the specific skill. <em>In addition, items rated at a 5 need to have documentation demonstrating excellence in performance.</em></td>
</tr>
<tr>
<td><strong>4 = B GOOD</strong> – Consistently performs at expected level of social work practice. Completes assigned work, is willing to be guided and is prepared for supervisory meetings, follows agency policies and is able to work effectively with staff and clients and keeps a regular schedule. <strong>The student demonstrates effective use of this practice behavior most of the time.</strong> Students must include examples of how practice behaviors are being developed and practiced in the field placement.</td>
</tr>
<tr>
<td><strong>3 = C AVERAGE</strong> – Performs at expected level, but will focus on preferred tasks. Completes assigned work, but the quality is inconsistent, is willing to be guided but is not always prepared for supervisory meetings, follows agency policies when interacting with staff and clients and keeps a regular schedule most of the time. <strong>The student demonstrated understanding of this skill and offers evidence of appropriate use but more practice experience is required.</strong> Students must include examples of how practice behaviors are being developed and practiced in the field placement.</td>
</tr>
<tr>
<td><strong>2 = D BELOW AVERAGE</strong> – Barely acceptable work, fails to complete assigned work on a timely manner, has difficulty accepting guidance, is consistently unprepared for supervisory meetings or cancels supervisory meetings, has to be reminded of agency policies and has difficulty working with staff or clients. <strong>The student demonstrated understanding of some aspects of this practice behavior, but shows little ability to implement it in practice.</strong> Student, please include documentation as to how you have been advised to address these deficiencies and what you plan to do to address them.</td>
</tr>
<tr>
<td><strong>1 = F FAILING</strong> – Unacceptable work in all areas. Little or no initiative, fails to take responsibility for own learning and does not take guidance graciously, Fails to follow agency policies and is unsuccessful establishing effective work relationships with staff and clients. <strong>Unacceptable: the student demonstrated little understanding of this practice behavior or its use in practice.</strong> Student, please include documentation as to how you have been advised to address these deficiencies and what you plan to do to address them.</td>
</tr>
<tr>
<td><strong>n/a NOT APPLICABLE</strong> – The student has not had the opportunity to work on this area – Instructor, please include documentation as to how the student will have the opportunity develop competence in this practice behavior.</td>
</tr>
</tbody>
</table>
ACADEMIC MISCONDUCT: Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions:

1. Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty.

2. Plagiarism is using another person’s work without acknowledgment, making it appear to be one’s own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other student’s work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy. If no citation is given, then borrowing any of the following would be an example of plagiarism:
   - An idea or opinion, even when put into one’s own words (paraphrase)
   - A few well-said words, if these are a unique insight
   - Many words, even if one changes most of them
   - Materials assembled by others, for instance quotes or a bibliography
   - An argument
   - A pattern or idea
   - Graphs, pictures, or other illustrations
   - Facts
   - All or part of an existing paper or other resource
   This list is not meant to include all possible examples of plagiarism. See the University Library’s web page on plagiarism for further examples.

3. Unauthorized possession of examinations, reserve library materials, laboratory materials, or other course-related materials.

4. Unauthorized changing of grades on an examination, in an instructor’s grade book, or on a grade report; or unauthorized access to academic computer records.

5. Nondisclosure or misrepresentation in filling out applications or other University records in, or for, academic departments or colleges.

Students who engage in disruptive activities in an academic setting (e.g., classrooms, academic offices or academic buildings) are subject to disciplinary action in accordance with Section IV-Non Academic Misconduct-All Students. Such students are also subject to administrative actions in accordance with the NMSU Graduate and Undergraduate Catalogs.

NMSU AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT: Feel free to call Diana Quintana, Coordinator of Student Accessibility Services at 575-646-6840 with any questions you may have on student issues related to the American with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

Feel free to call Gerald Nevarez, Director of Institutional Equity at 575-646-3635 with any questions you may have about NMSU’s Non-discrimination Policy and complaint of discrimination, including sexual harassment.

Accommodations will be provided to students who provide the Liaison and Field Instructor with the official documentation from the Student Accessibility Services Office. The document must include the specific accommodations required as determined by that office.
OTHER INSTRUCTOR POLICIES:

DEFINITION OF GENERALIST SOCIAL WORK PRACTICE: NMSU Social Work Faculty approved 11/9/07.

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings and apply ethical principles and critical thinking to practice.

• The generalist practitioner identifies with the social work profession and is grounded in the dual perspective of the person and the environment.
• Utilizing knowledge of the human condition, generalist practitioners view clients and client systems from a strengths and resiliency perspective in order to recognize, support, and build upon the capabilities of all human beings.
• They use a collaborative process to engage, assess, and intervene (broker services, advocate, and counsel, educate, and organize) with and on behalf of clients and client systems.
• Generalist social workers participate in community and organizational development. Generalist practitioners are consumer informed, are involved in research-informed (evidence based) practice, and evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.
• Finally, generalist social work practice is guided by the NASW Code of Ethics, incorporating diversity in their practice and advocating for human rights and social justice.

Code of Ethics OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS
http://www.socialworkers.org/pubs/code/code.asp (All Social Work students are required to become familiar with and adhere to the social work professions code of ethics.)

Required Readings

• Code of Ethics OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS
• At least three field related research articles
• Additional readings may be assigned by Social Work Field Liaison and/or Instructor

AGENCY PLACEMENT: Students are placed in a variety of community agencies to match their interests with agency activities. Students are required to be in their field placement for 225 hours per semester for two semesters, totally 450 hours. See following role of Field Instructor and Field Liaison.

MANDATORY SEMINAR MEETINGS WITH LIAISON: Seminar discussions, presentations and assignments will aim at giving students an opportunity to accomplish the following:

• Integrate and discuss knowledge from academic course work and its relationship with knowledge gained in the field experience.
• Present and discuss field case examples.
• Share experiences, address common learning needs, and obtain consultation from peers and the field liaison.
• Allow students to have a broader exposure to the field of social work by learning about social work practice in other settings by listening to their peer’s field experience.

Seminar Requirements

1. Weekly Seminar attendance is mandatory. Social work practitioners should be punctual in both attendance and in meeting deadlines. Therefore, seminar attendance is expected. Arriving late or leaving seminar early may be counted as an absence.
2. **Social work practitioners assume responsibility for knowing and understanding the NASW Code of Ethics.** Professional ethics will be discussed throughout the semester and seminar and agency behavior is expected to reflect a collective attempt to demonstrate ethical practice.

3. **All assignments must be submitted by the deadline.** Late submissions will not be graded but must be submitted and included in the portfolio to earn a passing grade.

4. The majority of seminar time will be spent in discussions related to field experience and student presentations. **Quality of participation will be judged over quantity.** All discussions must be focused on field experience concerns, questions, insights, etc. Disagreements should be stated in a respectful manner to maintain seminar discussions at a professional level.

5. **The use of cell phones or any other electronic devise will NOT be allowed during seminar.** If you have a valid reason to keep your phone on during seminar you need to discuss the issue with the liaison, put the cell on vibrate and sit by the door so you can exit the classroom if you receive a phone call. According to NMSU Student Code of Conduct **“It is the personal responsibility of every member of the campus community not only to protect his/her own rights, but to respect the rights of others, and to behave in a manner conducive to learning and/or living in an educational environment.”** Therefore **a student who engages in disruptive behavior may be asked to leave the seminar session** and a meeting to address the issue will be schedule with the MSW Program Coordinator, the student, the student’s Academic Advisor and the Liaison.

6. Eating in the classrooms is not permitted per college administration policy.

7. **Seminar is meant to give you the opportunity to:**
   - Discuss your field experience to facilitate the integration of knowledge from coursework and field experience.
   - Learn from others and develop and practice your listening skills – when others speak, make an effort to really listen.
   - Contribute by sharing what you are learning at your particular agency.
   - Become aware of the different resources available in the community.
   - Become aware of community needs.
   - Start to understand how policies (at all levels) impact social work practice.
   - Explore natural emotions related to being an apprentice (feeling inadequate, making mistakes, learning the language of the profession, dealing with difficult clients, recognizing your learning gaps, identifying and setting boundaries with peers, superiors, clients, etc.).
   - Start developing your peer network.

8. **Seminar is not meant to:**
   - Be a forum to discuss problems in the field – problems are best addressed with the people involved (get familiar with the chain of command in your particular agency and read your Field Manual) usually it is best to start with the person you are having a conflict with.
   - Be a gossip session – before you speak, ask yourself if what you are going to say contributes to your own learning and that of your peers. If not, don’t say it. **Do not discuss client issues with anyone outside the seminar setting.**
   - Be at your learning level at all times – everyone in the group will have different learning needs; the liaison will attempt to help everyone but no one can successfully assist more than one person at a time.
   - Be a therapy session – while feelings related to your developing competence as a social worker in training are appropriate, issues related to your personal life need to be addressed in a different environment. A good resource is the NMSU Counselor at the ABQ center

The seminar is an important part of the course and like all courses; you will get as much out of it as you put into it. Be ready to listen, learn and contribute.
STUDENT COMPETENCIES: The School of Social Work at New Mexico State University incorporates competencies developed by the Council on Social Work Education. The Field Contract and evaluation are based on these competencies. Successfully completing this course will entail developing and practicing the following competencies:

- Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.
- Identify myself as a professional social worker and conduct myself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage with diverse clients in the practice setting.
- Learn about the role of social work in advancing human rights and social justice.
- Incorporate research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services.
- Identify the process needed to respond to contexts that shape practice.

See next pages for description of competencies and required behaviors.

DUTIES AND RESPONSIBILITIES OF THE SOCIAL WORK FIELD EXPERIENCE TEAM:

THE SOCIAL WORK STUDENT: Students are required to successfully complete two semesters of social work field experience under the supervision of a social work field instructor and a field liaison. In some agencies such as CYFD a site based supervisor will be assign to provide the day to day supervision of student social workers. Students are expected to be receptive to guidance and work with supervisors, staff, peers and clients in a professional manner.

The Student will complete all agency and seminar assignments and take personal responsibility for developing the following competencies:

1. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities within the auspices of the agency.
2. Develop a professional social work identity reflected in daily conduct (to include timeliness, proper attire, and respectful demeanor towards everyone in the agency, initiative and willingness to accept redirection).
3. Apply social work ethical principles to guide professional practice (by following the NASW Code of Ethics).
4. Apply critical thinking to inform and communicate professional judgments (by integrating and articulating coursework knowledge to field practice experience).
5. Engage with diverse clients in the practice setting (focusing on attempting to understand different perspectives without imposing own world view as the “correct” or “best” way to manage behavior.
6. Learn about the role of social work in advancing human rights and social justice by evaluating the services the clients receive and the social circumstances that create the need for those services.
7. Incorporate research-informed practice and practice-informed research by reading current research articles related to the clients and services offered at the field agency.
8. Apply knowledge of human behavior and the social environment by evaluating the client’s needs and the relation of those needs to the client’s developmental stage as well as the environmental conditions that might exacerbate those needs.
9. Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services by becoming familiar with agency policies as well as relevant local, state and national policies that shape, limit or mandate client services and or modalities of service.
10. Identify the process needed to respond to contexts that shape practice by evaluating the social conditions that contribute to the client’s need for services and or limits the services that are available to clients.
STUDENTS SHOULD READ THE FIELD CONTRACT CAREFULLY TO UNDERSTAND THE EXPECTATIONS OF SOCIAL WORK STUDENT.

THE FIELD INSTRUCTOR: Students are assigned to a Social Worker who has agreed to serve as the field instructor and provide field supervision and/or instruction. All approved agencies either have a licensed social worker on staff or arrangements have been made for a social worker to provide supervision and instruction. The field instructor utilizes a combination of teaching strategies that may include role modeling, case assignments, documentation assignments, reading materials, and small group instruction.

The Field Instructor will:

1. **Orientation:** Insures that the student receives an orientation to the agency that helps the student understand the expectations for student performance, purpose, policies, and procedures of the agency to include issues related to agency safety plans, sexual harassment, and grievance procedures.

2. **Assignments:**
   - Prepare and assign projects, cases and reading materials that will assist the student with the understanding, development and practice of field competencies.
   - Review and comment on two process recordings each semester.

3. **Individual Educational Instruction:** Provide individual educational instructions to the each student at least once a week, for one hour, or small group instruction for a minimum of two hours a week, with individual sessions with students as needed. This instruction will assist the student in integrating social work knowledge, skills and values with practice with individuals, families, groups, and/or communities.
   - Provide on-going performance feedback and instruction to student utilizing the SUPERVISORY AGENDA and the TIME AND ACTIVITIES REPORT. **Sign the weekly Supervisory Meeting Agendas and Time and Activities Reports.**

4. **Evaluation:** Assist the student in completing the Field Learning Contract and Evaluation document that identifies the social work competencies and practice behaviors the student will be developing during field work.

5. **Meeting with Field Liaison:** Participate in periodic meetings as needed with the field liaison to review student progress, as well as review student performance during mid-term and final exams.
   - Communicate with the student and with the faculty liaison regarding any unusual opportunities, conditions, or concerns as soon as they become evident.
   - Complete a plan of action with the student and Field Liaison concerning these opportunities, conditions or concerns.

6. **Communicate with the University:** Facilitate a positive, cooperative working relationship between the agency and the university, including informing the department of any agency or organizational problems that would affect student learning such as Field Instructor will be unavailable to student, major change in agency administration, or any agency disruption that affects continuation of student in the placement.

7. **CEU’s:** Field Instructors will receive 15 CEU’s per semester from the School of Social Work for providing field instruction and additional CEU’s for participating in field instructor training events, continuing education offerings, and/or other support services available for field faculty.
FACULTY FIELD LIAISON: Students are assigned to a faculty field liaison that oversees the learning experience and assists the student and field instructor in designing appropriate learning activities and in integrating practice theory and practice skills.

The Field Liaison will:

1. **Group Seminar**: Conducting weekly group seminar meetings and provide instruction and feedback to students regarding all field expectations such as Learning Contract and Evaluation, assignments, process recordings and portfolio.
   - Assisting students in integrating classroom and field experience learning.
   - Providing instruction regarding cases, agency activities, and field concerns.
   - Teaching students to use the CHAIN OF COMMAND for problems
     
     **STUDENT ► FIELD INSTRUCTOR ► FIELD LIAISON ► FIELD COORDINATOR**
     
     (or Associate Field Coordinator)
   - Conferring with the student regarding field performance and evaluation, and final grade.

2. **Visiting the Agency and Field Instructor**: A MINIMUM OF TWO VISITS PER SEMESTER IS REQUIRED. Visiting the agency assists in maintaining an ongoing relationship with the student and agency field instructor for the purposes of:
   - Serving as an Educational Consultant to student and field instructor and/or Field Based Site Supervisor regarding the curriculum and transferring the practice behaviors required by the School of Social Work Competencies into the daily activities in the field.
     - Making available necessary curriculum materials to the agency field instructor.
   - Evaluating Student progress at Mid-Term and Final:
     - Giving everyone an opportunity to meet, review the field mid-term and final, discuss student progress, answer any educational questions related to the student’s development, and at end of semester suggest grade.
     - All Midterms must be completed prior to the last date to drop with a W for the current semester.

3. **Resolving Field Situations**
   - Meeting with student and Field Instructor to resolve problem situations that are still concerns after the student and Field Instructor have discussed it.
   - Assuring that the field placement provides the appropriate educational experience for the student consistent with School policy.
   - Mediate any issues that may arise between, or among, the student, agency, Field Instructor, and/or Field Based Site Supervisor and the school to develop a PLAN OF ACTION to resolve the Field Situation.
   - Participating with the Director of Field Education or appropriate Field Coordinator, student, and field instructor if a change of field placement or departmental action such as a counseling-in is determined necessary.

4. **Meet monthly** with the Field Coordinator/Associate Field Coordinators to discuss field issues.

5. **Documentation**:
   - Collects Original Field Contract, Mid-term and Final Evaluation forms, and Student Participation Tracking Form and return these documents to the field office.
   - Submits grade to Field Office by meeting with appropriate Field Coordinator
   - Fills out School of Social Work Evaluation

6. **Required to attend field orientation day and specific trainings during the academic year**
THE AGENCY BASED DIRECT SUPERVISOR: The field based site supervisor will provide guidance and supervision to assist the student successfully complete the field experience.

The Agency Based Direct Supervisor will:
1. Provide guidance, assign and monitor day to day student activities in the field setting.
2. Document and report student performance to field site social work instructor.
3. Communicate with the field instructor on a regular basis to make sure day to day activities are appropriate for student level and learning goals.
4. Assist with the student performance evaluation at mid-term and final exams.
5. Communicate any concerns regarding student progress to the rest of the field instructional team (student, field instructor, field liaison, and field office as needed) as soon as a concern arises to provide the student with the opportunity to take corrective action.

OVERVIEW OF FIELD COURSEWORK REQUIREMENTS:

1. Students are required to complete a Field Learning Contract and Evaluation Document. The first part of the Learning contract has to be signed by all people working with the student. The midterm and final evaluations are developed with the Field Instructor and discussed with the Field Liaison.

2. Field Experience Portfolio: Each student is required to put together a Field Experience Portfolio to maintain all MSW 551 field course work assignments organized and available for review. We suggest the student buy a 3 inch 3 ring binder and 10 dividers for the different parts of the Portfolio. The field Liaison will check the students’ portfolios at midterm and during the final to make sure the student has completed all required assignments. Field liaisons may require students to bring portfolios to seminar every week and may require students to rewrite any assignment that is not up to standard.

3. Assignments, Evaluations and grades: The student is required to actively participate in the evaluation of their performance throughout the field practice experience. The seminar assignments and evaluation is part of field learning, as this will allow the student to periodically review field work expectations and evaluation criteria to make sure learning progress is being made. In the case that a competency area cannot be met, it is very important to discuss the issue with both the field instructor and field liaison. The final grade (for 551 only) will be an S/U grade. Please note that a “U” grade will result in the student being dismissed from the MSW program.

ATTENDANCE POLICY: Students must strive for punctuality; attend all seminar meetings, and regard the schedule negotiated with the agency as a professional commitment. The field schedule at the agency should be one that provides the student with opportunities to take on the social work role under the supervision of an experienced social worker at the agency. The practicum should not be completed in fewer than 15 weeks.

Students are required to complete 225 clock hours in the field setting per semester.
- Time spent in meetings with field instructor outside the regular agency schedule count as practicum hours.
- Seminar hours also count as field hours.
- With prior approval from the agency field instructor, students may also count as field hours time spent attending conferences, workshops, or other training programs. Participation in training and educational activities should have relevance to the field placement and student’s learning objectives.
- Absences due to illness or agency holidays must be made up and documented on the TIME AND ACTIVITIES REPORT.
## MSW 551 – SEMINAR SCHEDULE

### WEEKLY ACTIVITIES (FALL 2011 – August 18 – December 9, 2011)

<table>
<thead>
<tr>
<th>Week #1</th>
<th>August 22 - 26</th>
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<tbody>
<tr>
<td><strong>INTRODUCTION TO THE FIELD SEMINAR</strong></td>
<td></td>
</tr>
<tr>
<td>• Review MSW 551 Syllabus</td>
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<tr>
<td>• Review FIELD LEARNING CONTRACT</td>
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<tr>
<td>• Discuss Agency Presentation and Client Case presentation</td>
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<tr>
<td>• Discuss Field Experience Portfolio</td>
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<td>• Set group rules</td>
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<thead>
<tr>
<th>Week #2</th>
<th>August 29 - September 2</th>
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<tbody>
<tr>
<td><strong>FIELD LEARNING CONTRACT PART 1 MUST BE SUBMITTED WITH ALL SIGNATURES</strong></td>
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<tr>
<td>• Discussion of agencies</td>
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<thead>
<tr>
<th>Week #3</th>
<th>September 5 - 9</th>
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<tbody>
<tr>
<td>• First Assignment due “Professional Identity”</td>
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<tr>
<td>• Agency Presentation</td>
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<td>• Discussion</td>
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<tr>
<th>Week #4</th>
<th>September 12 - 16</th>
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<tbody>
<tr>
<td><strong>FIELD LEARNING CONTRACT PART 2 (AGENCY INFO) MUST BE SUBMITTED</strong></td>
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<tr>
<td>• Second Assignment due “Engagement skills”</td>
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<tr>
<td>• Agency Presentation</td>
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<td>• Discussion</td>
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<tr>
<th>Week #5</th>
<th>September 19 - 23</th>
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<tr>
<td>• Third Assignment due “Assessment and Treatment Planning”</td>
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<td>• Agency presentation</td>
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<td>• Discussion</td>
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<tr>
<th>Week #6</th>
<th>September 26 - 30</th>
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<tbody>
<tr>
<td>• Fourth Assignment due “Ethics”</td>
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<tr>
<td>• Agency Presentation</td>
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<td>• Discussion</td>
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<tr>
<td>• AGENCY VISITS FOR MID-TERM BY FIELD LIAISON next two weeks</td>
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<tr>
<td>• FIELD LEARNING CONTRACT WITH MID-TERM EVIDENCE FOR EACH PRACTICE BEHAVIOR IS DUE AT FIELD MEETING AT AGENCY</td>
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<tr>
<th>Week #7</th>
<th>October 3 - 7</th>
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<tr>
<td>• Mid Terms Report Due to field office – any student failing the field at this point in the semester must participate in a “Counseling-In” with field coordinator, academic advisor, MSW Coordinator, Liaison and Field Instructor if possible)</td>
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<tr>
<td>• Fifth Assignment due “Critical Thinking”</td>
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<td>• Agency Presentation</td>
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<td>• Discussion</td>
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<tr>
<th>Week #8</th>
<th>October 10 - 14</th>
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<tr>
<td>• (Last day to withdraw with a “W” October 11)</td>
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<tr>
<td>• 1st Process Recording due</td>
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<tr>
<td>• Client Case Presentation</td>
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<td>• Discussion</td>
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<tr>
<th>Week #9</th>
<th>October 17 - 21</th>
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<tbody>
<tr>
<td>• Process Recording Discussion continued</td>
<td></td>
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<tr>
<td>• Client Case Presentation</td>
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<tr>
<th>Week #10</th>
<th>October 24 - 28</th>
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<tbody>
<tr>
<td>• Sixth Assignment due “Diversity”</td>
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<tr>
<td>• Client Case Presentation</td>
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<td>• Discussion</td>
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<tr>
<th>Week #11</th>
<th>October 31 - November 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Last day to withdraw from University (November 11)</td>
<td></td>
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<tr>
<td>• Client Case Presentation and Discussion</td>
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### Week #12
November 7 - 11
- 2nd Process Recording due
- Discussion about the difference between the first and second process recording and how you will be using what you learned through this process.
- Client Case Presentation
- Discussion

### Week #13
November 14 - 18
- Seventh Assignment due “Human Behavior and the Social Environment”
- Client Case Presentation
- Discussion

### Week #14
November 21 - 25
- THANKSGIVING HOLIDAY NO CLASSES ALL WEEK

### Week #15
November 28 - December 2
- FIELD LEARNING CONTRACT WITH FINAL EVIDENCE FOR EACH PRACTICE BEHAVIOR IS DUE AT FIELD MEETING AT AGENCY WITH LIAISON THIS WEEK
  - Client Case Presentation
  - Review of Portfolio for final grade
  - Discussion

### Week #16
December 5 - 9
- EXAM WEEK
  - Final Field Evaluations with Practice Behaviors and Grades Due to the Field Office
  - Final seminar discussion

**Note:** The Field Experience Learning Assignments are meant to provide comprehensive evidence of the student’s ability to competently perform in each skill area. All Field Experience Learning Assignments will be used to collect evidence of practice behavior competency for program evaluation purposes.

### The Seminar Assignments Grading Criteria****

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>The Assignment addresses all parts of the assignment, the quality of writing is evident, ideas are clearly stated and author used appropriate academic style. All details are relevant to the practice behaviors and reader is able to assess the student’s competency in the skill area presented in the Assignment. Student was able to use the assignment as a reflective tool to create learning goals relevant to the Practice Behaviors discussed in the Assignment and it is clearly evident that the student is gaining competency in the practice behaviors described in this assignment.</td>
<td>5</td>
</tr>
<tr>
<td>The Assignment addresses all parts of the assignment, the quality of writing is evident, ideas are clearly stated and author used appropriate academic style. All details are relevant to the practice behaviors and reader is able to assess the student’s competency in the skill area presented in the Assignment. Student was able to use the assignment as a reflective tool to create learning goals relevant to the Practice Behaviors discussed in the Assignment.</td>
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</tr>
<tr>
<td>The Assignment was completed accurately and addresses each part of the Assignment and reader is able to assess competency in the Practice Behaviors presented in the Assignment. Student needs to work on quality of writing, clarity in the integration of academic learning with practice experience or the use of the assignment as a reflective tool.</td>
<td>3</td>
</tr>
<tr>
<td>The Assignment is completed with some prose errors, addresses each part of the Assignment in general terms and it was difficult for the reader to assess competency in the Practice Behaviors presented in the Assignment.</td>
<td>2</td>
</tr>
<tr>
<td>The Assignment lacks completeness, contains major prose errors, lacks clarity and it is so poorly written that the reader has difficulty evaluating the students competency in the Practice Behaviors assigned for this Assignment.</td>
<td>1</td>
</tr>
</tbody>
</table>
The Assignment was not submitted, was submitted late, or was so poorly written that the reader could not assess the student's competency in the relevant practice behaviors in this assignment.

0

****If you have not had the opportunity to experience a field practicum situation to adequately answer any part of the competency based assignment sections, you may elect to submit your assignment by the deadline but label that section of the assignment with the word “incomplete”. Include your plan to gain the knowledge and experience you need to complete that particular section of the assignment, or discuss with liaison why it is not possible to have it completed in two weeks. However, you will need to resubmit the assignment within two weeks to earn full credit.
ASSIGNMENT #1: Professional Identity

Name: ___________________________ Date________________

Please use the boxes to provide your answers and email to your liaison 48 hours prior to your seminar. Print for your portfolio.

Competency 1: Identify myself as a professional social worker and conduct myself accordingly. Social workers serve as representatives of the profession, its mission and core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

<table>
<thead>
<tr>
<th>Competency 1 – Professional Identity:</th>
<th>Answer the questions and give an example of what you did.</th>
<th>Evaluate your current level of competency in this Practice Behavior.</th>
<th>Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did you act like a social worker this week? Can you think of a way you might advocate for a client in this agency?</td>
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<tr>
<td>What did you learn about yourself this week? Have you had any boundary issues yet?</td>
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<tr>
<td>How do you think your appearance and interaction with the agency affected your work?</td>
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<tr>
<td>What did you learn about supervision this week? Describe how you prepared to effectively use supervision with your supervisor.</td>
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<tr>
<td>Restate Competency 1 in your own words:</td>
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</tbody>
</table>
ASSIGNMENT #2: Engagement

Name: ___________________________ Date________________

Please use the boxes to provide your answers and email to your liaison 48 hours prior to your seminar. Print for your portfolio.

<table>
<thead>
<tr>
<th>Competency 10 – Engagement: Practice Behaviors</th>
<th>Answer the questions and give an example of what you did.</th>
<th>Evaluate your current level of competency in this Practice Behavior.</th>
<th>Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your process for preparing to see a client: What questions did you plan to ask? What questions did you ACTUALLY ask?</td>
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<tr>
<td>Describe your process for preparing to see a client: How did you get background information about the client?</td>
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<tr>
<td>Describe the process you will use to establish rapport with clients in your practicum setting. If you saw a client (talked on phone, face to face, etc.), what engagement techniques and skills did you use?</td>
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<tr>
<td>How did you use empathy and other interpersonal skills when establishing rapport with a client?</td>
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</tbody>
</table>
ASSIGNMENT #3: Assessment and Planning

Name: ___________________________ Date________________

Please use the boxes to provide your answers and email to your liaison 48 hours prior to your seminar. Print for your portfolio.

Competency 10: Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Restate Competency 10 in your own words:

<table>
<thead>
<tr>
<th>Competency 10 – Assessment and Treatment Planning</th>
<th>Answer the questions and give an example of what you did.</th>
<th>Evaluate your current level of competency in this Practice Behavior.</th>
<th>Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the process you will use to collect, organize, and interpret client data from a client.</td>
<td>Give an example of doing this.</td>
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<tr>
<td>Discuss how you use client data about to interpret and to assess the client's strengths and weaknesses.</td>
<td>Give an example of doing this.</td>
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<tr>
<td>How do you develop a treatment plan with a client?</td>
<td>Give an example of this.</td>
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</table>

New Mexico State University: MSW 551: Generalist Social Work Practicum
ASSIGNMENT #4: Ethics

Name: ___________________________ Date________________

Please use the boxes to provide your answers and email to your liaison 48 hours prior to your seminar. Print for your portfolio.

**Competency 2: Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Restate Competency 2 in your own words:

<table>
<thead>
<tr>
<th>Competency 2 – Apply social work ethical principles to guide professional practice:</th>
<th>Answer the questions and give an example of what you did. You can also use an assignment from MSW 505 or MSW 520 regarding ethical dilemmas and apply it to your agency.</th>
<th>Evaluate your current level of competency in this Practice Behavior.</th>
<th>Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the difference between your personal and professional values.</td>
<td>Use the NASW Code of Ethics.</td>
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<tr>
<td>Describe one area where there may be conflict between your personal and professional values.</td>
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<td>How are you able to put your personal values aside and focus on the needs of the client without judgment?</td>
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<tr>
<td>Describe a situation that is ethically ambiguous. What strategy would you use to solve this ethical dilemma?</td>
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</table>
ASSIGNMENT #5: Critical Thinking

Name: ___________________________ Date________________

Please use the boxes to provide your answers and email to your liaison 48 hours prior to your seminar. Print for your portfolio.

**Competency 3: Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Explain Competency 3 in your own words:

<table>
<thead>
<tr>
<th>Competency 3 – Apply critical thinking to inform and communicate professional judgments:</th>
<th>Answer the questions and give an example of what you did.</th>
<th>Evaluate your current level of competency in this Practice Behavior.</th>
<th>Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>What forms of assessment, prevention, intervention and prevention are used in your agency and how have you used them?</td>
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<tr>
<td>What opportunity have you had to communicate orally in your agency? Staff meeting, case conference, and presentation?</td>
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<tr>
<td>Discuss the opportunities you have had to communicate using your written skills. Discuss your limitations regarding oral and written communication skills</td>
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</tr>
<tr>
<td>What are you curious about in your field practicum? How can you find information about this and how will you use it?</td>
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</tr>
</tbody>
</table>
ASSIGNMENT #6: Diversity

Name: ___________________________ Date________________

Please use the boxes to provide your answers and email to your liaison 48 hours prior to your seminar. Print for your portfolio.

**Competency 4: Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

**Explain Competency 4 in your own words:**

<table>
<thead>
<tr>
<th>Competency 4 – Engage with diverse clients in the practice setting:</th>
<th>Answer the questions and give an example of what you did.</th>
<th>Evaluate your current level of competency in this Practice Behavior.</th>
<th>Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>What personal biases might interfere with your ability to work with some clients in your agency who are very different than yourself?</td>
<td>Give an example of a client experience where that bias may be challenged.</td>
<td>How do you practice self awareness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How can you “View yourself as a learner” and engage the clients at your agency as informants?”</td>
<td>Give examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What agency policy or training have you had that addresses cultural competency?</td>
<td>Summarize assignment from MSW 509 or discuss how you used that training or understanding of policy in your work at the agency</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSIGNMENT #7: HBSE

Name: ___________________________ Date________________

Please use the boxes to provide your answers and email to your liaison 48 hours prior to your seminar. Print for your portfolio.

Competency 7: Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Explain Competency 7 in your own words:

<table>
<thead>
<tr>
<th>Competency 7 – Apply knowledge of human behavior and the social environment:</th>
<th>Answer the questions and give an example of what you did.</th>
<th>Evaluate your current level of competency in this Practice Behavior.</th>
<th>Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give an example of a conceptual framework/theory you learned in your HBSE class that has helped you assess your clients?</td>
<td></td>
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</tr>
<tr>
<td>How have you applied this conceptual framework/theory to clients in your field practicum?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How has that helped you to understand clients' biological, social, cultural, psychological, and spiritual development?</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your learning plan to continue developing skills in assessing human behavior in a client's social environment?</td>
<td></td>
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</tr>
</tbody>
</table>
# FORMS FOR THE FIELD

## FIELD FORMS - OVERVIEW

<table>
<thead>
<tr>
<th>FORMS</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. PORTFOLIO OUTLINE:</strong> Student maintains a portfolio and has it</td>
<td>Student</td>
</tr>
<tr>
<td>ready for review at midterm and final.</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>2. STUDENT PARTICIPATION TRACKING FORM</strong> - This is a check list</td>
<td>Student – signed by Field Liaison end of semester</td>
</tr>
<tr>
<td>with dates. Students are required to keep track of all of their</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>assignments, seminars attended, hours in the field on a summary</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>sheet to be added to their Portfolio</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>3. WEEKLY TIME AND ACTIVITIES REPORTS</strong> This is a form to help</td>
<td>Student - Field Instructor needs to comment and sign (at supervisory meeting)</td>
</tr>
<tr>
<td>the student keep track of what they are doing each day and the</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>hours they are in the field. It is essential that the Field</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Instructor comment on this form and sign it.</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>4. WEEKLY SUPERVISORY MEETING AGENDAS</strong> (one per week)</td>
<td>Student and Field Instructor</td>
</tr>
<tr>
<td>This is a form to help the student keep track of what they are</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>doing each day and the hours they are in the field. It is essential</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>that the Field Instructor comment on this form and sign it.</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>5. LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS</strong> signed</td>
<td>Completed by student, Field Instructor and Field Liaison. Liaison returns to Field Office at end of the semester</td>
</tr>
<tr>
<td>by everyone in the field practicum team. Student does self-</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>evaluation, field instructor completes evaluation with COMMENTS,</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>negotiate, signed by student, Field Instructor, (field Supervisor if applicable) and Field Liaison</td>
<td></td>
</tr>
<tr>
<td><strong>6. AGENCY PRESENTATION OUTLINE – FOR SEMINAR DISCUSSION:</strong> Use</td>
<td>Student</td>
</tr>
<tr>
<td>of Agency Description created for Learning Contract and presentation</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>to seminar</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>7. CASE PRESENTATION OUTLINE:</strong> Student prepares a case to</td>
<td>Student</td>
</tr>
<tr>
<td>present in their seminar.</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>8. PROCESS RECORDING:</strong> TWO PER SEMESTER This is a vital form</td>
<td>Student - Field Instructor comments. Given to Field Liaison</td>
</tr>
<tr>
<td>of evaluation the students’ progress in competency 10 –</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>engagement, assessment, intervention, and evaluation.</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>9. FIELD TEAM MEMBERS 2011-2012</strong> Student should fill this out</td>
<td>Student – handed into Field Liaison</td>
</tr>
<tr>
<td>for Portfolio and give to Field Liaison</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>10. BSW/MSW STUDENT EVALUATION OF FIELD AGENCY, FIELD INSTRUCTOR &amp; LIAISON:</strong> Student should fill this out at the end of every semester.</td>
<td>Student</td>
</tr>
</tbody>
</table>
FIELD EXPERIENCE PORTFOLIO OUTLINE
MUST BE REVIEWED AT MID-TERM & FINAL BY FIELD LIAISON

1. Section one
   a. FIELD EXPERIENCE PORTFOLIO TABLE OF CONTENTS
   b. STUDENT PARTICIPATION TRACKING FORM
   c. RECORD OF ASSIGNMENT COMPLETION AND SELF ASSESSMENT WORKSHEET

2. Section two
   a. Summary of your reasons for choosing social work as a profession
      i. How will your practicum influence your future social work performance?
      ii. What is your professional development goal for this semester?

3. Section three
   a. Field Course Syllabus (MSW 551)
   b. Agency policies
      i. Related to client services
      ii. Related to your as a social work practicum student

4. Section four
   a. Field Learning Contract (Part 1 & 2)
   b. Mid-term & Final evaluations with evidence for each practice behavior
   c. Mid-term and final evaluations signed by everyone in the field practicum team

5. Section five
   a. Social Work Field Competency Assignments (submit to your Field Liaison and keep a copy in your portfolio)

6. Section six
   a. Examples of client assessment – how does the agency assess client/program fit & progress?
   b. TWO PROCESS RECORDINGS – with comments from field instructor

7. Section seven
   a. WEEKLY SUPERVISORY MEETING AGENDAS (signed by field instructor)
   b. Time and activities reports (signed by field instructor – one per week)

8. Section eight
   a. Research articles related to an issue you are dealing with at your agency (at least 3 articles)
   b. Summary of how you selected the topic to research and how you will use the information you gained from the articles you found.

9. Section nine
   a. Values and Ethics:
      i. One page summary of the relevant values and ethics important in this setting
   b. End of Semester Summary of Field Experience
      i. What did you accomplish in this field placement this semester?
      ii. What did you learn from supervision?
      iii. Summary of learning gains and your next steps for continuous professional growth.
**STUDENT PARTICIPATION TRACKING FORM**

The student maintains this record throughout the semester in the portfolio. It is the summary of the time the students spent in the field, the weekly activities with their supervisor and the seminar attendance and field experience assignments.

**Student Name:** _______________________

**BSW Semester**
- Fall
- Spring

**MSW 1st Year Field**
- Fall
- Spring

**MSW 2nd Year Field**
- Fall
- Spring

**Filed Instructor Name:** _________________________  **Field Liaison Name:** _______________________

**Learning Contract and Evaluation Document Submitted:**   **Date:** ____________

**Mid Term Evaluation Meeting**     **Date:** ____________

**Final Evaluation Meeting**      **Date:** ____________

**Time and Activities Reports Submitted**

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Accrued</th>
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**Total Time _____________**

**Signed Weekly Supervisory Agenda**

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<th>Week</th>
<th>Date</th>
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**Seminar Attendance**

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</table>

**Evidence of Learning**

**Competency Based Assignments**

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</table>

**Process Recordings**

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**Agency Presentation**

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**Mid-term & Final**

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<td>2.</td>
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**Recommended Grade for MSW 551**

S ☐  U ☐

**Liaison Signature** _________________________  **Date** ____________

This form should be maintained in the student's Portfolio and a copy submitted to the Field Office at end of the semester along with the original copy of the final Signed Learning Contract and Evaluation Document.
### NMSW SCHOOL OF SOCIAL WORK
TIME AND ACTIVITIES REPORT MSW 551

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTUAL HOURS</th>
<th>DESCRIBE ACTIVITIES IN DETAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Example: Conducted a client intake, attended a staff meeting, completed an intake interview, called clients, call agency X to make a client referral, etc.</td>
</tr>
</tbody>
</table>

Total Hours Accrued this week: ________ Remaining Hours to be completed: _______________
(A minimum of 225 is needed)

SUPERVISOR/INSTRUCTOR COMMENTS REGARDING STUDENT WEEKLY ACTIVITIES

Are student’s field activities appropriate for his/her learning needs? Yes ____ No ____
If not, what can the student do differently next week?

What is the student doing particularly well?

Additional Comments: ____________________________________________

Field Instructor Signature: _____________________________ Date: _______________

Student's Signature: _____________________________ Date: _______________
MSW 551 – WEEKLY INSTRUCTIONAL MEETING AGENDA
Student must have one signed Supervisory Meeting Agenda per week in Student Field Portfolio

Week: ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6  ☐ 7  ☐ 8  ☐ 9  ☐ 10  ☐ 11  ☐ 12  ☐ 13  ☐ 14  ☐ 15  ☐ 16
☐ I did not meet with social work instructor this week – Date: _____________

Student Name: ____________________ Name of Supervisor: ____________________
Name of Agency: ____________________ Week of: ____________________

Date of meeting: _____________ Time of meeting: _____________

Student's Summary Report on the status of tasks assigned during last supervisory meeting:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Issue or issues student wants to discuss during this instructional meeting:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Issue or issues social work instructor wants to discuss during this instructional meeting:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

How does the main issue or issues discussed in this week’s instructional meeting relate to the Social Work Competencies?

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Learning tasks assigned during this instructional meeting to be completed by next week:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

If instructional meeting did not take place this week, please notify field liaison through email.

Student's Signature: _________________________________________ Date: ______________
Field Instructor Signature: ___________________________________ Date: _____________
If student has been advised to work on any social work competency and there is concern that the student is not working towards meeting course requirements, the Field Instructor must include a recommendation for improvement and explicitly inform the student of any danger of failing the course. The Field Instructor must also notify the Liaison as soon as these issues occur. (Use back of form if necessary) __________________________________________
NMSW SCHOOL OF SOCIAL WORK
LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS

PART 1: CONTAINS THE ROLES AND RESPONSIBILITIES of student, Field Instructor, Agency Field Supervisor (if needed), and Field Liaison. It should be read carefully and signed by all.

PART 2: DESCRIPTION OF THE AGENCY: Students will be given an outline in their field syllabus that needs to be completed within the first 2 weeks of field. There will be questions that only the Field Instructor can answer.

PART 3: FIELD COURSEWORK EVALUATION CRITERIA: This outlines the criteria used to compute student scores. It should be read carefully so that students receive the best feedback possible.

PART 4: MSW FIELD LEARNING CONTRACT & MID TERM AND FINAL EVALUATION
Student and supervisor complete an evaluation independently at midterm and final.
1. The student must document the evidence for each behavior evaluated. The student can use information from Field Semester assignments to document these behaviors.
2. The supervisor should gather data from agency staff that have worked with the social work student and include obtained data.
3. The student and supervisor compare and discuss their independent assessments and complete an evaluation that represents their combined input prior to the mid-term and final meetings with the Liaison.
4. The joint evaluation is reviewed and discussed with the Field Liaison during mid-term and final meetings.
5. The Liaison takes into consideration the student and instructor’s input and assigns the grade at the end of the semester.
6. The original evaluation is maintained by the student in the portfolio to be submitted at the final exam to the Field Liaison who will send it to the Field Office.

PART 5: GLOBAL STUDENT PERFORMANCE EVALUATION: Part A of this evaluation is completed by the Field Instructor and Part B is completed by the Field Liaison.

PART 6: WORKSHEET MID TERM AND FINAL EVALUATION GRADING:
• This worksheet is a summary of all of the points given to the student and is the basis for giving a grade.
• This document is signed by all parties at midterm and final.

AGENCY PRESENTATION OUTLINE – FOR SEMINAR DISCUSSION
This is intended as a brief simulation of a community presentation a social worker in your agency might do to recruit clients or get other professionals to refer clients to your agency. This is a required seminar presentation.

1. **MSW Student Information.**
   - Student's name: ______________________________________
   - Date of seminar presentation: _____________________

2. **Agency structure:**
   a. Description of the agency; historical background – date started and reason started and current main activities.
   b. Mission statement of this agency.
   c. If the agency has several units, give an overview of the agency as a whole and explain how your unit fits with the agency’s mission.
   d. Sources of agency financial support.
   e. Executive Director or CEO and names of Board members (if a non-profit).
   f. Provide an organizational chart for your Portfolio.

   Describe the relevance of this information in the development and practice Competency #10, Practice Behaviors 34 and 36.

3. **Clients:**
   a. Describe client demographics: ages, ethnicity, income, etc.
   b. Describe the issues that are most salient in this client population.
   c. Agency’s relationships to clients and community:
      - Do they do field visits or is work mainly in the office?
      - What community is served by agency, what neighborhood or region?
      - What other networking agencies work with the agency?

   How might you use client demographics to develop an understanding of diversity? (Competency #4)
   How might you use this information to develop and practice Competency #9?
   How might you use this information to develop and practice Competency #6?

4. **Agency policies:**
   a. Describe agency policies regarding clients
   b. Describe agency policies related to employees, volunteers and social work practicum students.

   How might you this information be relevant to the development and practice of Competencies #1, 2, 3 and 8?

5. **Type of Practice:**
   a. What forms of Micro Practice (direct service – individual, family and/or group methods) does the agency use?
   b. Is the agency involved in Macro practice? If yes, describe.
   c. What social work theories are used in this agency?
   d. What kind interventions does this agency apply? If not explicit evaluate what the agency does and describe the interventions in terms of social work practice.

   How might you connect the type of practice used in this agency with Competency #7?

6. **Provide a brief summary of your learning experience at this point.**
Case Presentation Outline – for Seminar Discussion

This is intended as a brief simulation of a staffing that might occur in an agency. It may be possible to “staff” several cases in one hour seminar. There will be a required presentation.

1. **MSW student information.**
   - Student’s name:
   - Date of seminar presentation:

2. **Case background information.**
   - Referral sources:
   - Reason for referral:
   - Number and types of contacts you have had with the client(s):

3. **General information about client/s.**
   - Client’s fictitious name:     Sex: Age:
   - Race/ethnicity: Immigration status (culturegram):
     Locate a model for diversity assessment and apply it to this case.
   - Summary of client’s background including any significant people in person’s life
   - Life stage of individual and family development
   - Any significant intergenerational connections from genogram
   - Significant community connections (ecomap)
   - **Information from any diagnostic tools used** - Locate a comprehensive assessment outline in a practice course textbook and use it to summarize what you know about this case.
   - Treatment plan and theories used in selected interventions.

4. **Brief summary of work to this point.**
   Summarize and analyze the interview focusing on the skills you used and how effective they were in helping a client or family gain clarity, develop a commitment to change, gain new perspectives, or accomplish the purposes of your contact with the client.

5. **Issues related to this case you want to discuss.**

6. **How did you practice and develop the ten competencies while working in this case?**

7. **What parts of your portfolio are relevant to this case?**
PROCESS RECORDING

Students will conduct two process recordings each semester. The process recording is a learning tool that is meant to allow students to record an interaction with a client and evaluate their actions, social work skills used in the interaction, feelings related to the situation or client and thinking process. The Field Instructor reads the process recording and provides the student with feedback, questions or makes observations to help the student further develop their social work skills.

DEMOGRAPHICS:
1. Identifying information.
   - Social work student's name: Date of session:
   - Date of recording: Field instructor’s name:

2. Background information.
   Include any information necessary to understand the interaction described in the recording. This includes any information you know about the client.

   - Client’s initials or fictitious name: Gender: Age:
   - Referral source:
   - Reason for referral:
   - Family Background: Any significant intergenerational connections from genogram?
   - Number and types of other contacts you have had with the client(s):
   - Describe setting - who is present:

A brief summary of your work with this client to this point: In the case of a Group, describe how the group was formed, how recent is its formation, and what are the characteristics of those who make up the group. Use additional sheet.

   - In the case of Macro Practice, identify your client system (s), provide background information about the agency and/or community and about the project itself including any needs assessments that have been done, committee work done or ongoing, etc. Additionally, review your involvement in the project and specify your roles as the social worker involved in the project.

Relevant practice behaviors that should be reflected in the PROCESS RECORDING:
1. How do you demonstrate empathy and other interpersonal skills
2. How do you collect, organize, and interpret client data
3. How did you practice personal reflection and self-correction with this client
4. Were you aware of professional roles and boundaries?
5. How did you demonstrate professional demeanor in behavior, appearance, and communication
6. Did you use supervision and consultation as needed?
7. Did you recognize and manage personal values in a way that allows professional values to guide practice.
8. Did you demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations, and colleagues?
9. Did you gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups?
10. Did you view yourself as a learner and engage those with whom they work as informants.
**PROCESS RECORDING FORMAT**

TO RECORD AND ANALYZE A 15 MINUTE INTERACTIONS WITH A CLIENT

**REMOVE THE DIRECTION ROWS WHEN YOU ARE HANDING IN THIS PROCESS RECORDING**

<table>
<thead>
<tr>
<th>Interview interaction (Replace the word student with your name and &amp; client with initials and record exact words spoken by both you and the client during the 15 minute interaction)</th>
<th>What social work skills did you use? (Hint, when client speaks one skill you could be using is listening)</th>
<th>Feelings – What is your emotional reaction? (Hint, what is your internal reaction during the interaction)</th>
<th>Your thoughts (Hint, what do you think about the words, gestures, silences, etc. that occurred both when the client spoke and when you spoke.)</th>
<th>Field Supervisor’s comments</th>
</tr>
</thead>
</table>

**EXAMPLE:**

**Maria:** Hello, how are you today?

**Student:** Tried to engage the client

**Student:** I am excited about my first interview with a client.

**P.A.:** Fine, but I would be better if I did not have to be here.

**Student:** I am listening to the client. I am evaluating the client’s perception of “need” to be here.

**Student:** I am a little disappointed about having to work with a client that does not want to be here, yet there is hope because he is here.

**Field Supervisor’s comments:** I wonder why this client doesn’t want to be here. I wonder what made him come in.

---

**Note:** each line should be a short sentence. Add lines as needed. If an interruption occurs describe it in the line where the conversation was interrupted.

---

**FIELD TEAM MEMBERS 2011-2012**
# BSW/MSW Student Evaluation

**OF FIELD AGENCY, FIELD INSTRUCTOR & LIAISON**

| **Student:** |  |
| **Email:** |  |
| **Phone:** |  |
| **Schedule at agency:** | **Example:** Monday 8:00-12:00, Wednesday 8:00-12:00 & 1:00-5:00, and Friday 1:00-5:00 PM |

| **Field Liaison:** |  |
| **Email:** |  |
| **Phone:** |  |
| **Office:** |  |
| **Seminar classroom, day, time & location:** | **Example:** Every Tuesday (August to December) from 5:00 to 6:00 PM Room 218 |

| **Social Work Field Instructor:** | If you are placed at CYFD in Las Cruces your social work field instructor will be Madeline Gillette |
| **Email:** |  |
| **Phone:** |  |
| **Office:** |  |
| **Instructional meeting day, time & location:** | **Example:** Every Wednesday (August to December) from 1:00 to 2:00 PM Instructor’s office |

| **Agency based direct supervisor:** | If you are placed at CYFD in Las Cruces your agency based direct supervisor will be the social worker you will be working with on a daily basis |
| **Email:** |  |
| **Phone:** |  |
| **Office:** |  |
| **Instructional meeting** | **Ongoing guidance** |

| **Field Coordinator:** |  |
| **Email:** |  |
| **Phone:** |  |
| **Office:** |  |
| **Office Hours:** | By appointment |

| **Assistant Field Coordinator:** |  |
| **Email:** |  |
| **Phone:** |  |
| **Office:** |  |
| **Office Hours:** | By appointment |
BSW Check one: SWK 401 □  SWK 402 □  
MSW Check one: 1st year: MSW 551 □  MSW 552 □  ++++  2nd year: MSW 554 □  MSW 555 □

Date: __________________

*THIS IS AN ANONYMOUS EVALUATION - PLEASE DO NOT WRITE YOUR NAME.*

Agency Name: ______________________________________________
Field Instructor’s Name: ______________________________________________
Field Liaison’s Name: ______________________________________________

Please circle the most appropriate number that represents your self evaluation:
(1) Does not meet expectations – Unsatisfactory  (4) Exceeds expectations
(2) Barely meets expectations      (5) Surpasses all expectations
(3) Meets expectations      I/O Insufficient opportunity

A. STUDENT EVALUATION OF FIELD AGENCY

I was given an orientation to the agency and I understand the purpose, policies and procedures of the agency. I know the agency safety plans, sexual harassment, and grievance procedures.  

1 2 3 4 5  I/O

The agency made its expectations for my performance clear.  

1 2 3 4 5  I/O

This placement has given me opportunities to develop and practice Social Work skills.  

1 2 3 4 5  I/O

I had the opportunity to participate in training events offered by the agency.  

1 2 3 4 5  I/O

OVERALL, I WOULD RATE THIS FIELD PLACEMENT:  

1 2 3 4 5  I/O

I would recommend this placement to other students because…. (please give written comments)  

1 2 3 4 5  I/O

I would not recommend this placement to other students because…. (please give written comments – use back of page if needed)  

1 2 3 4 5  I/O

B. STUDENT EVALUATION OF FIELD INSTRUCTOR

I received individual educational supervision/instruction for one hour per week, or two hours in small group supervision/instruction with individual sessions as needed.  

1 2 3 4 5  I/O

My field instructor helped me develop the Learning Contract.  

1 2 3 4 5  I/O

I received on-going performance feedback.  

1 2 3 4 5  I/O

My supervisor communicated with me and with the faculty liaison regarding any unusual opportunities, conditions, or concerns as soon as they become evident.  

1 2 3 4 5  I/O

My supervisor had appropriate expectations of me.  

1 2 3 4 5  I/O

Overall, I would rate this FIELD INSTRUCTOR because…. (please give written comments – use back of page if necessary)  

1 2 3 4 5  I/O

C. STUDENT EVALUATION OF FIELD LIAISON
<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>My liaison served as a resource person to me and field instructor regarding university expectations.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>My liaison met with me and my field instructor in person a minimum of 2 visits per semester. <strong>Comment</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>My liaison was able to mediate any issues that arose between me, agency, instructor, or school.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>My liaison discussed with me and my field instructor my level of performance in meeting educational objectives.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>My liaison conducted weekly group seminar meetings/discussions.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>My liaison gave me consistent feedback on my journals.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The group seminars/discussions were useful. <strong>Comment</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Blackboard was used for seminar, but we had at least 2 face to face meetings</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Overall, I would rate this <strong>FIELD LIAISON</strong> because… (please give written comments – use back of page if necessary.)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
SALEM STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

SWK 342-01: SYSTEMS OF CARE FOR CHILD WELFARE

Spring 2011
ONLINE and Wednesday 4:30 – 6:00 / AB 301

Instructor: Lisa M. Johnson, MSW, PhD
Office: Academic Building 001-B
Phone: 978-542-2299 (office)
E-mail: lisa.johnson@salemstate.edu
Office hours: MWF 1:00-4:00 p.m., or by appointment

COURSE DESCRIPTION: The Systems of Care (SOC) approach has been implemented by a variety of human services systems because of its potential to support efforts to improve these systems in ways that lead to better services and more positive outcomes for individuals and families. This course will focus on skill building in areas such as writing, public speaking, and family assessment as related to utilizing the SOC perspective to improve outcomes for children and families involved in the child welfare system. Students will be able to define the SOC framework and guiding principles; demonstrate the ability to apply the SOC principles to child welfare practice; identify the SOC infrastructure needs of their respective communities; and demonstrate the ability to work collaboratively to provide services to children and families under a SOC framework.

GLOBAL GOALS:

1. Provide students with in-depth information about the Systems of Care approach and how it relates to child welfare.
2. Provide opportunities for students to apply their knowledge about the SOC approach to real-life and case examples.
3. Prepare students to apply SOC principles to professional child welfare practice.

STUDENT LEARNING OBJECTIVES: Upon completion of this course the student should be able to:

1. Define the Systems of Care approach and utilize it to address the challenges of serving children in the child welfare system.
2. Demonstrate how the provision of culturally competent care impacts clients and families.
3. Complete a strengths-based child and family assessment.
4. Demonstrate skills related to interdisciplinary cooperation, coordination, and collaboration using a Systems of Care approach.
5. Examine theories related to systems and change as a basis for the understanding of family dynamics.
6. Develop communication and conflict resolution skills to be an effective helper.
7. Utilize reflection and self-analysis to enhance critical thinking, insight, and empathy when working with families and their children at risk.
8. Develop a comprehensive view of a community and the agencies available to children and families.
9. Critically examine (assess) the presence and/or effectiveness of Systems of Care in the community in which the student practices.
10. Identify the skills necessary to engage youth, families, and communities in Systems integration.
METHODS USED: The course objectives will be accomplished through the use of readings, videos, lectures, case material, discussion, group and individual exercises, and quizzes/exams.

ATTENDANCE AND PARTICIPATION POLICIES: It is understood that individuals learn at different paces and respond differently to a variety of learning methods and experiences. Individual learning needs might be in variance with the organization of the course and the student is invited to discuss this with the instructor. However:

1. Each student is expected to be responsible for his/her learning.
2. Each student is responsible for completing all reading and work assignments, as well as conscientious online and class attendance and participation.
3. Regular attendance and participation will be considered in the final grade. Students missing more than 20% of the course (in this case, three in-class sessions) may be asked to repeat the course. Students are required to attend and be on time for class and stay for the duration of each class. Attendance will be taken at the beginning of every class session and it is each student’s responsibility to sign the attendance sheet. Students should contact the instructor at least 24 hours prior to class if they are unable to attend, will be late for class, or must leave class early. If this is not possible due to an emergency situation, students should contact the instructor as soon as possible after missing a class. Such “excused” absences should be kept to a minimum. If students do not contact the instructor, this will be considered an “unexcused” absence. One point will be deducted from the final grade for each unexcused absence. One-half point will be deducted from the final grade for each unexcused late arrival.
4. Each student is expected to communicate to the instructor her/his individual learning needs, feeling free to request conferences to discuss course material and/or assignments about which the student has some questions. The instructor will request conferences with the student if there is concern about the student’s comprehension of material, meeting of assignment standards, or a related issue.
5. Between classes, I will communicate with you via your student e-mail account and Blackboard. You are responsible for checking both of these accounts on a regular basis (at least three times per week).

CLASSROOM CONDUCT: Social work is a professional degree and as such you are expected to conduct yourself in a professional manner in social work courses. Professional behavior is an integral part of your attendance and participation. Social work majors are held to the Professional Standards of the School of Social Work as outlined in the BSW Student Handbook.

The classroom is a learning environment enhanced by the interactions of the students and instructor. It is a place where ideas and knowledge are shared through various learning modalities including lecture, role plays, videos, and discussion.

In order to maintain an environment conducive to this learning process, a certain decorum and professionalism must be agreed upon by both the students and the instructor. Examples include, but are not limited to the following:

1. Punctuality – It is important that classes begin and end on time. Faculty and students need to arrive to class before it begins. Late arrivals are disruptive to the continuity of instruction.
2. Cell Phones – Cell phones must be turned off or put into vibrate mode (if you are on-call). Under no circumstances are students allowed to text message or IM during the class.
3. Computer use – Computers can be used for note taking and Web searches associated with classroom discussion. E-mailing and random web searches are not permitted and can be disruptive to the class process.
4. Cross talk – Everyone needs to be respectful of the person who is talking. Cross talk or talking over someone is disrespectful to your fellow student and the instructor. If you have a question or need clarification, please ask the instructor.
5. Mutual respect – Everyone has an opinion and it’s important to respect each others’ opinions regardless of how much we may disagree. The classroom is a place where pluralistic ideas need to be presented and discussed.

6. Food and drinks – If students bring in food or beverages you must thoroughly clean up after yourself. In addition, please be mindful of others around you who may not have the opportunity to obtain food before they arrive to class.

7. Posture – It is not appropriate to sleep in class or lie across the desks. This behavior indicates that you are not prepared for class and need to make other arrangements.

EXPECTATIONS FOR THE INSTRUCTOR: You can expect the following from me:

1. I will support your learning to the best of my ability by creating relevant and interesting course sessions, preparing fully for each session, providing written and oral feedback, facilitating and spurring on discussion, and encouraging you to continually assess your own learning.

2. Equity

3. Prompt return of assignments and tests

4. Enthusiasm and passion for this course and for my interactions with you

5. I will share my professional and personal experiences as a social worker and my understanding of the course material.

6. I will engage you as partners in the learning process and respect your expertise, experience, and opinions.

COURSE REQUIREMENTS: Through readings, class discussion, class presentations and the journaling experience, students will develop competencies in Systems of Care delivery. Given that this course is designed to enhance leadership and collaboration skills, face-to-face meetings will include seminar style discussions and student presentations. The instructor will serve as a facilitator and encourage experiential and peer learning. Students are expected to have access to a computer and software which supports Microsoft Office 2007, Adobe Acrobat Reader, and streaming video playback.

This is a hybrid course, which requires students to be personally responsible for much of their own knowledge gain through the use of on-line materials and participation in activities outside of the structured classroom meetings. Students are expected to meet for class as the syllabus outlines as well as complete all online and out-of-class activities each week.

Tech Requirements (you should own or have regular access to the following):

- a reliable computer, either a PC running Windows 2000 or later, or a Mac running OS X or later
- a sound card and speakers
- a computer printer
- a hi-speed modem (Cable or DSL strongly recommended to download audio and video without delays)
- a dependable Internet Service Provider (ISP)
- for PC users a recent version of Internet Explorer or Firefox (free download at http://www.microsoft.com/downloads)  
- for Mac users a recent version of Safari or Firefox (free download at http://www.apple.com/support/downloads/safari.html)  
- browser preferences set to enable Java and JavaScript and to accept cookies
- Adobe Flash Player (free download at http://www.adobe.com/downloads)
- Adobe Acrobat Reader (free download at http://www.adobe.com/downloads)
- QuickTime Player (free download at http://www.apple.com/quicktime/player/)
- RealPlayer 8 Basic Player (free download at http://www.real.com)
Technical Assistance:
- The Information Technology department offers 24-hour assistance in Blackboard. You can find more information at http://www.salemstate.edu/Blackboard/.
- **24-hour Support**
  - 888-301-5003
  - Email: salemstatehelpdesk@perceptis.com
  - Online Chat
  - Ask the lab attendant in these I.T. Computer Labs (HB118, MH201, SB111, and CC129)

**ASSESSMENT OF THE COURSE:** Students are encouraged to provide oral/written feedback to instructor about their assessment of the course during the semester. The instructor may periodically solicit oral/written feedback about the course as well. All students will have the opportunity to evaluate the course via final course evaluations at the end of the semester.

**REQUIRED READING:** Students are not expected to purchase a book for this course, but will be required to read selected articles, book chapters, and online resources as indicated in the course outline.

**ASSIGNMENTS AND GRADING SYSTEM:** Achievement of course objectives will be assessed using the student assignments listed below. Each assignment will be worth a percentage of the final grade.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Grade</th>
<th>Estimated Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Journals/Discussions</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Experiential Learning Options</td>
<td>15%</td>
<td>2/16 debate, 3/2 role play, 4/13 agency visit</td>
</tr>
<tr>
<td>Scavenger Hunt</td>
<td>10%</td>
<td>1/28</td>
</tr>
<tr>
<td>Systems of Care Brief</td>
<td>10%</td>
<td>2/18</td>
</tr>
<tr>
<td>Developing and Implementing a Strengths-Based Assessment</td>
<td>20%</td>
<td>4/6</td>
</tr>
<tr>
<td>(Local) System of Care Community Assessment and Proposal</td>
<td>25%</td>
<td>4/27 (presentation/discussion)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5/6 (paper)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Computation:** Students may earn up to 100 percent on each assignment listed above. To compute your final grade, I will multiply the number of points you earn for each assignment by the percentage weight of that assignment. I will then add the scores and compare your total points to the total points possible to determine your final grade. For example:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Rec’d</th>
<th>Multiplied By</th>
<th>Weighted Score</th>
<th>Possible Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Journals/Discussions</td>
<td>90</td>
<td>0.20</td>
<td>18</td>
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<td>Experiential Learning Options</td>
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<td>0.15</td>
<td>12.9</td>
<td>15</td>
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<tr>
<td>Scavenger Hunt</td>
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<td>0.10</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Systems of Care Brief</td>
<td>80</td>
<td>0.10</td>
<td>8</td>
<td>10</td>
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<tr>
<td>Developing and Implementing a Strengths-Based Assessment</td>
<td>90</td>
<td>0.20</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>(Local) System of Care Community Assessment and Proposal</td>
<td>88</td>
<td>0.25</td>
<td>22</td>
<td>25</td>
</tr>
</tbody>
</table>

\[ \text{Total} = 87.9 \]

\[ \frac{88}{100} = 88\% \ (B+) \]
Grading Scale:
A = 100-95; A- = 94-90; B+ = 89-87; B = 86-84; B- = 83-80
C+ = 79-77; C = 76-74; C - = 73-70; D = 69-60; F = 59 and below
I = Incomplete

GRADING: Grading in the course will be given on the basis of points to be earned on the semester’s work. Papers and examinations will be graded on the following criteria: (a) accuracy of information, (b) use of readings and sources, (c) ability to critically analyze materials and to use theory appropriately, (d) the ability to organize and present materials clearly and coherently, (e) use of correct spelling and grammar, and (f) accurate use of current APA manual formatting guidelines. Note: A helpful resource may be found at the following website: http://owl.english.purdue.edu/owl/resource/560/01/. However, the final word on APA formatting is the sixth edition of the manual, published in July, 2009. Additional information on grading criteria will be provided for each assignment.
Assignments are due on the dates designated and will be marked down 2 points for each day they are late (including weekends) unless alternative arrangements have been made with the instructor at least 48 hours in advance of the due date or the student provides evidence of extenuating circumstances. Make-up exams will be given only under dire circumstances. The student must telephone the instructor or BSW program administrative assistant prior to the exam and must produce a doctor's note before a make-up exam will be scheduled.

ASSIGNMENTS:

Online Journals/Discussions
Students will complete online journal entries detailing their reflections about the course (e.g., regarding class sessions, selected in-depth activities that are designed to extend their learning, or assigned readings).

Interdisciplinary Panel
A major emphasis in this course is for students to develop collaborative skills that foster positive interdisciplinary interactions. Students will observe a small group of professionals from a variety of fields (e.g., social work, education, criminal justice, healthcare) discuss an issue from their own perspectives. In addition to observation, students will develop and pose questions to the panel. Learners will consequently develop unique insights about their professional similarities and dissimilarities with other disciplines. In an interdisciplinary practice environment, these understandings truly promote development of a “culture of collaboration.”

Parent Advocate Presentation
Students will engage in an in-class conversation with a parent advocate and/or community activist focusing on families involved in the child welfare system. Students will prepare questions for the presenter (s) based on information gathered from readings.

Experiential Learning Options
Students will be randomly selected to participate in ONE of three experiential learning tasks:

1. **SOC Issue Debate.** This debate will be between two opposing teams consisting of three students per team. You and two other students will be on one side of a debate regarding a child welfare issue related to systems of care. You will prepare for the debate by gathering pertinent information to support your argument and refute the other team’s argument. Preparation will also require strategizing with your teammates to ensure best use of time, resources, and information during the debate.

2. **Mock Child and Family Team Meeting.** You will participate in a mock child and family team meeting. You may be assigned a role as a youth, a parent, a family member, a community support person, or a professional. Based on your assigned role and the description of the case situation, you will prepare to respond and behave as you believe your role allows. Your preparation will be based on information gathered in readings, class discussions, and personal experiences. A guest professional will serve as the facilitator for the child and family team meeting.
3. **Visit Food Stamp/WIC Offices.** On your own, walk, ride a bus, or secure transportation (other than your personal vehicle) to the local WIC and food stamp offices. For this exercise, you will need to determine the eligibility requirements for WIC and food stamps, fill out the necessary application forms, and visit the offices in person. You are not expected or required to submit the application forms, but when you visit the offices, you should find out how long you may have to wait (to see a case manager and to find out if you would receive services) if you were to submit the forms. You will discuss with the larger class your experiences related to this exercise.

Each student will prepare an individual report regarding his/her experience.

**Scavenger Hunt**
Students will respond to questions about child welfare and child maltreatment issues by locating this information in the assigned readings.

**Systems of Care Brief**
Students will prepare an issue brief outlining Systems of Care and its relationship to social work, specifically child welfare that is around three pages in length.

**Developing and Implementing a Strengths-Based Assessment**
Learning to conduct and use strength-based assessments is central to Systems of Care practice. These assessments can promote partnerships with families and collaboration among members of child and family teams. Examples of strengths-based assessment tools will be provided. Students will complete a strengths-based assessment of a family and complete a brief report for class. The report will describe the process and outcomes of the assessment, the perceived value of the assessment, and future plans for use of such an assessment.

**Local System of Care Community Assessment and Proposal**
Each student will be required to complete a community assessment of the System of Care for children and adolescents in a local community. Worksheets will be provided to guide students’ assessments. The student will then complete a report, which compares and contrasts the current service system (based on the SOC Community Assessment) to the conceptual, philosophical, operational, structural, and procedural mechanisms suggestive of a system of care model. In contrasting the real and ideal service models, students are to provide possible improvement strategies that may assist in the development of a system of care within their assigned locality. Portions of this assignment will be completed with a group.

**SUCCESS IN THIS COURSE:** In order to be successful in this course you must:

- Be responsible for your own learning.
- Come to class and be on time.
- Keep track of your own grade.
- Follow all the guidelines described in the syllabus and on Blackboard.
- Complete all the required readings the week they are being discussed in class.
- Turn in all work on time and follow the appropriate writing guidelines.
- Participate in class by contributing what you know or have experienced and by asking relevant and appropriate questions.
**COURSE OUTLINE:** The following outline is intended to serve as a guide for the progression of the course. The instructor reserves the right to make changes to the course design and due dates based on students’ needs and to ensure optimal use of time and resources.

<table>
<thead>
<tr>
<th>Opening Questions</th>
<th>“Start Here” Module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Students demonstrate that they have their logins and passwords, that they are entered in the course and that they know how to connect to the course on Blackboard</td>
<td></td>
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<tr>
<td>2. Demonstrate ability to use the core tools of Blackboard</td>
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<tr>
<td>a. Discussion</td>
<td></td>
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<tr>
<td>b. Assignment</td>
<td></td>
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<tr>
<td>c. Navigation</td>
<td></td>
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<tr>
<td>d. Mail</td>
<td></td>
</tr>
<tr>
<td>3. Determine interest in the course</td>
<td></td>
</tr>
<tr>
<td><strong>Time Period:</strong></td>
<td>Prior to first class Wednesday 1/19 (in-class), Friday 1/21</td>
</tr>
<tr>
<td><strong>Outline:</strong></td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Foundation: Child Welfare</td>
</tr>
<tr>
<td><strong>Opening Questions:</strong></td>
<td>Is this course for me? How do I get started?</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>Course overview in Start here folder; Class organization, structure and communication guidelines in the Start-Here module</td>
</tr>
<tr>
<td><strong>Discussion:</strong></td>
<td>Welcome forum – Introductions: Explain what interests you about this course. What excites you? What makes you a bit anxious? What do you expect to gain from participating in this course? Please feel free to add additional information about yourself. <strong>DUE FRIDAY 1/21, 5pm</strong></td>
</tr>
<tr>
<td><strong>Activity:</strong></td>
<td>Watch the video: “The Child Welfare Choice: The Colorado Realistic Job Preview Video” <a href="http://www.thebutlerinstitute.org/projects_wrrp.cfm">http://www.thebutlerinstitute.org/projects_wrrp.cfm</a> (scroll down the page to access the video) Write a personal journal post describing your reaction to this video and your current understanding of child welfare. <strong>DUE MONDAY 1/24, 5pm</strong></td>
</tr>
<tr>
<td><strong>Unit Resources:</strong></td>
<td><a href="http://www.salemstate.edu/Blackboard/">http://www.salemstate.edu/Blackboard/</a> for help with Blackboard</td>
</tr>
</tbody>
</table>
## Unit #1

### Foundation: Child Maltreatment and Child Welfare

**Objectives:**
1. Outline the history of the provision of services for children and their families in the United States. Understand the social context of abuse and neglect through an historical overview of child maltreatment.
2. Demonstrate an understanding of how such social issues as poverty, violence, drug abuse and homelessness impact children and their families. Understand the contributing factors that lead to child maltreatment and its relationship to other social welfare problems including poverty, substance abuse, and domestic violence.
3. Understand the complexities involved in defining abuse and neglect.
4. Acquire knowledge about the service delivery system designed to protect maltreated children (CPS) and the process of reporting and investigation.
5. Learn about the Child and Family Services Reviews (CSFRs).
6. Identify key resources to learn more about child welfare and child maltreatment.

**Time Period:**
- Monday 1/24, Wednesday 1/26 (in class), Friday 1/28
- Monday 1/31, Wednesday 2/2 (in class), Friday 2/4

**Outline:**
- Introduction
- Foundation: Child Welfare
- Foundation: Child maltreatment and protection

**Opening Questions:**
How much do you already know about child maltreatment and child welfare? How do social issues such as poverty impact child maltreatment?

**Activity:**
- Video: How to utilize the Child Welfare Information Gateway (4 min.)
  [http://www.childwelfare.gov/about/whatisvideo.cfm](http://www.childwelfare.gov/about/whatisvideo.cfm)

**Readings:**

**Activity:**
- Scavenger Hunt – students will respond to questions about child welfare and child maltreatment issues by locating this information in the assigned readings. **DUE FRIDAY 1/28, 5pm**

**Activity:**
- Case study exercise in class – January 26

**Discussion:**
- Small-group discussions online regarding the case study **DUE FRIDAY 2/4, 5pm**
**Readings:**

How to Construct a Concept Map (Prof. Hal White, Univ. of Delaware): http://www.udel.edu/chem/white/teaching/ConceptMap.html

Portions of *The Theory Underlying Concept Maps and How to Construct and Use Them*: Read the “Introduction” (pp. 1-3) and “Constructing Good Concept Maps” (pp. 11-14) http://cmap.ihmc.us/Publications/ResearchPapers/TheoryUnderlyingConceptMaps.pdf

**Activity:**

In-class: In small groups, create a concept map utilizing concepts related to child welfare and child protective services.

**Unit Resources:**

Massachusetts Department of Children and Families (DCF) homepage: http://www.mass.gov/?pageID=eohhs2agency/landing&L=4&L0=Home&L1=Government&L2=Departments+and+Divisions&L3=Department+of+Children+and+Families&sid=Eeohhs2


New and Revised CA&N User Manuals: http://www.childwelfare.gov/pubs/umnew.cfm

Child Welfare League of America: www.cwla.org

Recognizing and preventing child abuse and neglect: http://www.helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm


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### Unit #2

**Objectives:**

1. Define the Systems of Care approach.
2. Demonstrate an understanding of how the Systems of Care approach may be applied to child welfare.
3. Understand the connection between the Systems of Care philosophies and the CFSRs as well as the NASW Code of Ethics.
4. Understand how systems theory informs the Systems of Care approach.

**Time Period:**

Monday 2/7, Wednesday 2/9 (in class), Friday 2/11
Monday 2/14, Wednesday 2/16 (in class), Friday 2/18
### Outline:

- An Overview of SOC
- Defining SOC
- SOC in CW
- Connection between SOC philosophies and:
  - MA CBHI principles
  - Massachusetts DCF core values
  - CFSR practice principles
  - NASW Code of Ethics
  - Systems Theory

### Opening Questions:

What does “Systems of Care” mean?

### Readings:


- List of Massachusetts DCF Core Values: [http://www.mass.gov/?pageID=ehohs2terminal&L=4&L0=Home&L1=Government&L2=Departments+and+Divisions&L3=Department+of+Children+and+Families&sid=Eeohhs2&b=terminalcontent&f=dss_g_welcome&csid=Eeohhs2](http://www.mass.gov/?pageID=ehohs2terminal&L=4&L0=Home&L1=Government&L2=Departments+and+Divisions&L3=Department+of+Children+and+Families&sid=Eeohhs2&b=terminalcontent&f=dss_g_welcome&csid=Eeohhs2)

- Children’s Behavioral Health Initiative: [http://www.mass.gov/?pageID=ehohs2subtopic&L=4&L0=Home&L1=Government&L2=Special+Commissions+and+Initiatives&L3=Children%27s+Behavioral+Health+Initiative&sid=Eeohhs2](http://www.mass.gov/?pageID=ehohs2subtopic&L=4&L0=Home&L1=Government&L2=Special+Commissions+and+Initiatives&L3=Children%27s+Behavioral+Health+Initiative&sid=Eeohhs2)


Readings continued:

CBHI Services Overview: 


Discussion:

Post a response to the following questions: What is your initial reaction to the Systems of Care framework? What is the significance of the connection between the SOC philosophies, the DCF core values, the CFSR principles, and the NASW Code of Ethics? Respond to at least two other posts.

DUE FRIDAY 2/11, 5pm

Activity:

You work in a public child welfare agency. Your agency director heard about Systems of Care in a meeting she attended recently. She knows that you’re currently a social work student and thinks you will be able to help her understand the SOC framework much better. She asks you to write a brief outline of Systems of Care and its relationship to social work, specifically child welfare. It’s also important to know that she’s really impressed when people use a theoretical perspective to help explain something. Prepare an issue brief for your agency director that is around three pages in length. Submit this via Blackboard.

DUE FRIDAY 2/18, 5pm

Activity:

Systems of Care Issue Debate (2/16): Selected students will argue opposing sides of an argument about a child welfare issue related to SOC. Students in “the gallery” should be prepared to ask questions of those debating.

Discussion:

Post a reaction to your experience during the SOC issue debate. Respond to at least one other post.

DUE FRIDAY 2/18, 5pm

Resources:


Review CSFRs: http://www.acf.hhs.gov/programs/cb/cwmonitoring/


Systems of Care Resource Library:

Child Welfare Information Gateway – Systems of Care:

Rosie D. website: http://www.rosied.org/
<table>
<thead>
<tr>
<th>Unit #3</th>
<th>Communication and Collaboration</th>
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</table>
| **Objectives:** | 1. Demonstrate skills related to interdisciplinary cooperation, coordination, and collaboration using a Systems of Care approach.  
2. Develop communication and conflict resolution skills to be an effective helper.  
3. Understand the various perspectives that may influence a child and family team meeting. |
| **Time Period:** | Monday 2/21 (holiday), Wednesday 2/23 (in class), Friday 2/25  
Monday 2/28, Wednesday 3/2 (in class), Friday 3/4 |
| **Outline:** | Interagency Collaboration  
Communication skills  
Conflict resolution skills |
| **Opening Questions:** | What fosters interdisciplinary communication and collaboration? |
| **Readings:** | National Child Welfare Resource Center for Organizational Improvement (NRCOI) Fact Sheet Developing Community Partnerships in Child Welfare (PDF) http://muskie.usm.maine.edu/helpkids/rcpdfs/CWPartners.pdf  
| **Activity:** | Interdisciplinary panel invited to class on 2/23  
Students will prepare questions for panel members based on readings |
| **Activity:** | Child and family team meeting role play (3/2): Selected students will engage in a mock child and family team meeting to be facilitated by a guest professional. |
| **Discussion:** | Post a description of your experience at the child and family team meeting. Discuss issues of collaboration and communication that you noticed. Respond to at least two other students’ postings.  
**DUE FRIDAY 3/4, 5pm** |
# Unit #4

## Partnering with Families

### Objectives:

1. Examine theories related to systems and change as a basis for the understanding of family dynamics.
2. Utilize reflection and self-analysis to enhance critical thinking, insight, and empathy when working with families and children at risk.
3. Identify the skills necessary to engage youth, families, and communities in Systems integration.

### Time Period:

- Monday 3/7, Wednesday 3/9 (in class), Friday 3/11
- [March 14-18 Spring Break]
- Monday 3/21, Wednesday 3/23 (in class), Friday 3/25

### Outline:

- Child, Youth, and Family Involvement
  - Family-centered approach / team-centered approach
  - Parent partners programs (parent advocates and community activists)

### Opening Questions:

What role should families play in implementing the Systems of Care approach?

### Readings:


### Activity:

- Write a brief essay comparing the family-centered to the team-centered approach in child welfare. **DUE FRIDAY 3/11, 5pm**

### Activity:

- Parent advocate panel invited to class 3/23
  - Students will prepare questions for panel members based on readings

### Discussion:

- Submit an online post summarizing the discussion with the parent advocate. What key issues did you learn that impact a social worker’s partnership with a family? Respond to at least two other posts. **DUE FRIDAY 3/25, 5pm**
### Resources

<table>
<thead>
<tr>
<th>Parent/Professional Advocacy League (Massachusetts):</th>
<th><a href="http://ppal.net/default/Home/tabid/68/Default.aspx">http://ppal.net/default/Home/tabid/68/Default.aspx</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>The many roles of family members in “family-centered care” (parts III through VI); in <em>Pediatric Nursing</em></td>
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<tr>
<td>New York Child Welfare Fund:</td>
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<tr>
<td>- Parent Advocate Video: <a href="http://www.nycwf.org/Parent%20Advocate%20Video.htm">http://www.nycwf.org/Parent%20Advocate%20Video.htm</a></td>
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### SOC Community Assessment:

**Activity:**
- In-class discussion of SOC Community Assessment/Proposal assignment (3/9)

**Activity:**
- Individually complete SOC Community Assessment Worksheets A, B, and C
  **DUE TUESDAY 3/22, 5pm**

**Resources**

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<tbody>
<tr>
<td>Kids Count Data Center:</td>
<td><a href="http://datacenter.kidscount.org/">http://datacenter.kidscount.org/</a></td>
</tr>
<tr>
<td>How to use the Kids Count Data Center:</td>
<td><a href="http://datacenter.kidscount.org/DataBook/2010/Videos.aspx">http://datacenter.kidscount.org/DataBook/2010/Videos.aspx</a></td>
</tr>
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</table>

### Unit #5 Strengths and Empowerment

**Objectives:**
1. Acquire knowledge about strengths-based child and family assessment.
2. Differentiate between a needs (or risk) assessment and a strengths-based assessment.
3. Complete a strengths-based family assessment.

**Time Period:**
- Monday 3/28, Wednesday 3/30 (in class), Friday 4/1
- Monday 4/4, Wednesday 4/6 (in class), Friday 4/8

**Outline:**
- Individualized, Strengths-Based Care
- Models of Strengths-Based Assessment
- Empowerment

**Opening Questions:**
- How does the Systems of Care approach support assessment of a family’s strengths?

Discussion: | Engage in an online conversation about needs/risks assessments versus strengths assessments. Based on the readings, post your thoughts about the differences and similarities between these assessments. How does the strengths-based assessment fit into the Systems of Care framework? Respond to at least two other posts.  
**DUE FRIDAY 4/1, 5pm**

Activity: | Complete a strengths-based family assessment. You may interview a family you are working with in your field placement or you may interview a family you know personally. Another option would be to complete a strengths-based assessment of a family from a film or book (confirm choice with instructor). Complete a brief report describing the process, the family’s (likely) response, the perceived value of the assessment, and future plans for use of such an assessment.  
Example films:  
“*To Render a Life*”  
“*What’s Eating Gilbert Grape*”  
“The Kids are All Right”  
“Prodigal Sons”  
**DUE FRIDAY 4/8, 5pm**

Resources: | Strengths-based assessment models

SOC Community Assessment:  

Activity: | Group members each choose an agency from Worksheet C (3/30). Contact the agency by phone and complete Worksheet D. Also obtain information about one agency that contracts with the agency and complete Worksheet D for this contract agency.  
**DUE FRIDAY 4/8, 5pm**
## Unit #6

### Cultural Competence

**Objectives:**
1. Understand the importance of cultural competence.
2. Demonstrate how the provision of culturally competent care impacts clients and families.

**Time Period:**
Monday 4/11, Wednesday 4/13 (in class), Friday 4/15
Monday 4/18 (holiday)

**Outline:**
- Cultural and Linguistic Competence
  - Disproportionality and disparity
- Policy related to Cultural Competence in Public Child Welfare
- Challenges and Strategies in Achieving Cultural Competence in Child Welfare
- Driven Systems of Care

**Opening Questions:**
How can professional cultural competence make a difference for families and children?

**Activity:**
Selected students will complete the following activity: On your own, walk, ride a bus, or secure transportation (other than your personal vehicle) to your local WIC and food stamp offices.
In class on 4/13 present a summary of your experience getting to the social service agencies. Include a discussion of your reaction and your thoughts about the experiences of families who utilize these services.

**Readings:**

**Discussion:**
Post a reaction essay to one of the assigned journal articles (Dettlaff and Rycraft, 2009; Briggs, Briggs, and Leary, 2005; or Davis, 2009). Respond to at least one other post in your discussion group.
DUE FRIDAY 4/15, 5pm

**Resources:**
- Articles on Disproportionality: http://www.childwelfare.gov/systemwide/cultural/disporp/related.cfm

**SOC Community Assessment:**

**Activity:**
Complete Worksheet E for each community agency and contract agency contacted.
DUE FRIDAY 4/15, 5pm
### Unit #7: Community-Based Practice and Accountability

#### Objectives:
1. Develop a comprehensive view of a community and the agencies available to children and families.
2. Critically examine (assess) the presence and/or effectiveness of Systems of Care in the community in which the student practices.
3. Describe the importance of evaluation for systems and practice improvement.

#### Time Period:
- Wednesday 4/20 (in class), Friday 4/22
- Monday 4/25, Wednesday 4/27 (in class), Friday 4/29
- Monday 5/2

#### Outline:
- Community-Based Approaches
- Innovative service delivery
- Accountability (Research and Evaluation)
- The Experience of CW Driven SOC Grant Communities

#### Opening Questions:
How effective is the Systems of Care approach in improving outcomes for children and families?

#### Readings:


#### SOC Community Assessment:

**Activity:** Based on information gathered in Worksheets A – E, complete the Systems of Care Assessment Questionnaire. This may be done as a group and we will work on this in class on 4/20. **DUE FRIDAY 4/22, 5pm**

Develop and present a brief report detailing your group’s suggestions/plan for creating or improving the Systems of Care in your community. **DUE WEDNESDAY 4/27, in class**

In the event of a University declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to www.salemstate.edu for further information and updates. The course attendance policy stays in effect until there is a University declared critical emergency. In the event of an emergency, please refer the alternative educational plans for this course that are located on Blackboard. Students should review the plans and gather all required materials before an emergency is declared.
WRITTEN WORK:

A) WRITING COUNTS: Sentence structure, grammar and spelling matter. Watch out for the following common errors: run-on sentences, subjects and predicates that do not agree, misuse or overuse of commas, use of contractions (e.g., don't), incorrect choice of homonyms (e.g. there, their), and spelling errors and typos. Clarity of the organization of the paper matters. **Up to three points will be added to the final grades of papers submitted with evidence of being reviewed by the writing center.** The number of points will vary based on the assignment, but students will be notified of this for each assignment.

B) ACCURACY OF QUOTATIONS AND CITATIONS COUNTS: It is preferable to **paraphrase** your explanation and discussion of the theory that you are referring to, but paraphrases MUST use YOUR OWN WORDS. It is NOT paraphrasing if most of the words are the same as in your source or the overall structure of your sentence/paragraph is the same as your source. All **quotations** from the text or readings must be accurate (word for word, comma for comma, or if changed using correct format) and enclosed in quotation marks. All quotations must be followed by a citation (Author, year, page number – if direct quote), which must also be included in the reference page. If you use a website, that website must be cited in full in the reference page. The social work profession uses the APA format for scholarly writing. Students are responsible for being aware of and following the guidelines as set forth in the sixth edition of the APA manual.

STUDENT RESPONSIBILITY & INCOMPLETES: Students are responsible for turning in work that meets the All-University Writing Standards. Students are responsible for completing all course requirements and for keeping up with all that goes on in the course, whether or not they are present. Incompletes will be given in the course only under the following circumstances: 1) a substantial portion (usually at least 80%) of the course work has been completed; 2) the student’s record in the course is such that a passing grade can still be earned; 3) the student has made arrangements with the instructor prior to the time that final grades will be assigned; and 4) the instructor is satisfied that circumstances beyond her/his control prevented the student from completing the required work. A grade of Incomplete turns into F after a given period of time.

NOTICE OF NON-DISCRIMINATION: Salem State University is committed to providing equal access to educational opportunities for all students regardless of race, color, religion, gender, sexual orientation, creed, national origin, age, or disability in compliance with Federal and State laws and regulations. All benefits, privileges, and opportunities offered by the University are available to all students and employees on a non-discriminatory basis in accordance with Federal and State legislation. Affirmative action is taken by the University in its recruitment of students and employees.

With regard to disabilities, the University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act in providing all reasonable academic accommodations, aids, and adjustments. Any student with a disability that has been documented by the Salem State University Disability Services Office should speak with the instructor immediately. An instructor is not allowed to provide accommodations, aids, and/or adjustments without receiving proper documentation from the Disability Services Office. Students who have special needs but do not have documentation from SSU Disability Services may wish to schedule an appointment with the office, which is located in Meier Hall (Room 102). Students may also call (978) 542-6217 or TTY (978) 542-7146 or send email to disability-services@salemstate.edu

ACADEMIC INTEGRITY: Salem State University assumes that all students come to the University with serious educational intent and expects them to be mature, responsible individuals who will exhibit high standards of honesty and personal conduct in their academic life. All forms of academic dishonesty will be considered serious offenses against the University community. Students who engage in academic dishonesty will find themselves facing serious penalties that can include: assignment of "F" as a course grade, report to Vice President of Academic Affairs, suspension or expulsion from the University.
Definitions of academic dishonesty include: submitting another author’s work as one’s own; copying another’s work during an examination; purchasing papers; copying papers or portions of papers, reports, journal articles or portions thereof; copying material from a website; copying laboratory or computer results; and in general presenting material from another course or paper without proper acknowledgment, citations, and references.

STUDENT ABSENCES FOR RELIGIOUS BELIEFS: Chapter 151C of the General Laws of Massachusetts permits any student in an educational institution, who because of his/her religious beliefs, is unable to attend classes or to participate in any examination, study, or work on a particular day to be excused and to be provided with an opportunity to make up such examination, study, or work requirement, provided, however, that such makeup examination or work shall not create an unreasonable burden upon the College. No fees of any kind shall be charged by the institution for making this opportunity available to the student. No adverse or prejudicial effects upon a student shall result from following the provisions of this section. If you are denied this right, contact the Office of Equal Opportunity and Human Rights, (978) 542-6106.

INCLEMENT WEATHER: Announcements of college closings, delayed openings, early closings, or class cancellations will be available immediately at 978.542.6000 and at www.salemstate.edu. Notification will also be made on the following radio/television stations. Please note: It will take time for these stations to air the announcements. WRKO (AM 680), WBZ (AM 1030), WBOQ (FM 104.9), WHDH-TV (Channel 7), WCVB-TV (Channel 5), WBZ-TV (Channel 4), WLVI-TV (Channel 56), and WFXT-TV (FOX25)."


National Resource Center for CBCAP. (July 2008) Friends Fact Sheet #17: The role of parent mutual support (PDF)


SOWK 777: RESEARCH IN CHILD WELFARE

Fall 2011

Instructor: Elizabeth J. Greeno, PhD, LCSW-C
Office: 550 W. Baltimore Street, Room 510
Office Phone: 410.706.4259
Email: egreeno@ssw.umaryland.edu
Office Hours: Thursdays 4-6 pm or by appointment
Class Time: Thursdays 6-9 pm
Classroom: TBD

COURSE DESCRIPTION: The purpose of this advanced research course is to provide the student with an opportunity to explore critical research questions, methods, and results that are related to the child welfare service delivery system. Under federal requirements to report on outcomes of child welfare programs, social workers face a persistent challenge to improve the scientific knowledge that guides practice and policy in this field. This course focuses on the evaluation of interventions in child welfare, by measuring outcomes of child welfare programs. A goal of this course is to draw the logic between research findings and the development and evaluation of child welfare programs, practice, and policy. As such, the course is intended for students who are interested in discovering ways to use research to answer critical child welfare questions and to integrate empirical findings in their practice. This course fulfills the advance research requirement for the families and children specialization. Prerequisite: SOWK 670. In addition, it is expected that students who enroll in this class do so because of a sincere interest in evaluating the impact of child welfare services and to develop competent child welfare practice skills. In order to be successful in this course, students should have practice experience in child welfare and/or either past or current enrollment in SOWK 715 or SWCL 727.

NOTE: This SOWK 777 course does not teach child welfare practice and policy. It teaches the evaluation of outcomes of public child welfare programs therefore students must have prior knowledge about public child welfare policies, programs, and services.

COURSE OBJECTIVES:

Knowledge

1. Students will develop an understanding of how to use a logic model to describe the purposes of public child welfare programs, the outputs of the programs, and the outcomes the program achieves.

2. Students will identify and define key child welfare outcomes established through consensus and federal policy.

3. Students will develop approaches for measuring levels of achievement of outcomes of child welfare programs and related services.

4. Students will demonstrate an understanding about how to critically review scholarly papers, employing the process of evidence based practice when appropriate.
5. Students will demonstrate an understanding about how to select evidence-based and/or promising programs/practices to target key child welfare program outcomes. In addition, students will gain knowledge about how to integrate their social work practice experience with research evidence about social work practice in child welfare programs.

6. Students will improve their understanding about how to use existing data to answer research questions about child welfare programs and practice.

7. Students will build their understanding of the use of technology to identify and measure child welfare outcomes and to present their findings to others.

Attitudes

1. Students will demonstrate a commitment to using research to strengthen their social work practice in public child welfare agencies.

2. Students will demonstrate increased awareness of how family structure, race, ethnicity, gender, sexual orientation, and social class status impact families served by the child welfare system and how to examine these effects with social work research.

3. Students will demonstrate an awareness and sensitivity to evidence based practice and how research and quality assurance may be used to inform social work practice and policy decisions in child welfare.

Skills

1. Students will demonstrate a proficiency to define child welfare related problems and programs and design and implement academic and professional search mechanisms to conduct a professional literature review using professional databases and the Internet.

2. Students will develop skills in developing logic models to guide their examination of the purposes of child welfare related programs, to describe the services and quality of services of child welfare programs, and to make the connection about how these services eventually lead to child welfare program outcomes.

3. Students will develop skills in analyzing existing data to answer critical child welfare research questions.

4. Students will demonstrate the ability to apply an outcomes measurement framework to a public child welfare related program, (e.g., family preservation, child protective services, foster care services, kinship care services, adoption services, independent living services).

5. Students will demonstrate a beginning ability to apply the steps of the process of evidence-based practice.

6. Students will demonstrate the ability to professionally and succinctly present their ideas about outcome measurement to others.

TEACHING METHODS: This course includes a variety of teaching methods: class lectures and discussions, problem based learning, individual and group learning activities, hands-on computer exercises, web-based discussions between class participants, analysis of existing data, and individual student poster presentations. The course is designed to maximize self-directed learning by applying course concepts in individually focused study about particular public child welfare programs and issues. Content will be presented each week and students will have
opportunities to interact with course materials through completing required reading, asking questions during class, and participating in in-class learning activities designed to apply course concepts to individual or small-group tasks.

The in-class course is supported through the Blackboard Course Management system. Online discussions are available for asking questions and suggesting additional resources or opportunities to apply course concepts in real-world child welfare practice. Handouts or PowerPoints from each weekly session are posted on Blackboard at least three days prior to class and all graded assignments are submitted through this system. PowerPoints posted by the instructor are not to be modified.

COURSE MATERIALS:

Required Texts: There is no required text for this course.

Recommended Text:


Other Supplies: In lieu of a required text, students are encouraged to budget expenses towards course supplies that may include: purchasing on-line articles pertinent to project topics, expenses related to printing and copying, and poster materials. Most students should expect to spend about $40 for course supplies; however, students that plan ahead and maximize freely available resources are likely to incur fewer costs.

COURSE EXPECTATIONS: This is an advanced graduate course and the capstone class for the research sequence in the MSW program. As such, it requires a skill set that differs somewhat from MSW practice classes. Sometimes students who have been quite adept at other MSW courses struggle in this class. To be successful in this course, students must allocate sufficient time to attend class, complete all required readings and plan ahead several weeks in tackling course assignments. Students are expected to complete the assigned readings prior to class and be prepared to actively engage in critical thinking and sharing of their ideas.

TECHNOLOGY POLICY: Class is a time for immersion in the course content, class activities, and interaction with your classmates and the instructor. Use of any electronic device during class time should be restricted to educational purposes related to the class itself. Laptops may be used for note taking during class time with instructor permission. The instructor reserves the right to request all notes being typed on laptop in class to be sent at the end of class to the instructor. And, the instructor reserves the right to check laptop usage (during class). Students should not use their devices to make calls, text message, search the Internet, read email, or conduct other personal business not related to the class. Cell phones should be turned off or set on vibrate during class time. Personal calls or messages should not be initiated during class time and should be responded to only in the case of an emergency. Students are asked to inform the instructor if they anticipate the need to respond to an emergency call during class and should leave the classroom to take care of personal business. Consequences to these behaviors include but are not limited to: Asking students to turn off equipment or move to another location, asking students to leave the class, and reducing classroom assignment grades or lowering of the final grade. For each occasion the instructor finds a student using any type of technology inappropriate for class (i.e., texting, AIM, facebook) two (2) points will be deducted from the final paper. In addition, any student who engages in this type of behavior will not be eligible for extra credit.

Class Attendance and Participation: The instructor expects students to: attend each class on time; complete all assignments in a timely manner; come to class prepared, having read all assignments; participate in class discussions; seek any necessary clarification regarding course expectations from the instructor; and provide the
instructor with feedback about the effectiveness of the course. Attendance at each class session is required. Attendance will be tracked by the instructor.

**Classroom Etiquette:** Students are asked to refrain from knitting, needlework, personal grooming, laptop use (other than note-taking), text messaging, participating in any social networking activities, or other distracting personal behaviors during class. Cell phones should remain off or on vibrate only. Students are asked to arrive at class on time, as latecomers are a distraction. If you arrive late to class, please check with other students about missed announcements and course material.

While adult learners have many demands on their time, students are expected to allocate uninterrupted time to attending and participating in each class session. A break halfway through the session will be offered each week. At all other times, sending or receiving telephone calls, text messages or emails is not allowed. If there is an exceptional situation where you need to be on-call during the class session, please let the instructor know at the start of that session. If you do need to send or receive a message during the class, please step out of the classroom discretely to minimize interruption to other students. Students who do not comply with this courtesy will be asked to leave the class and will be considered absent for the week. See the Technology Policy Section for a description of consequences for the violation of technology usage during class.

**Writing Style Requirements:** Clarity in written expression and the ability to communicate ideas are key skills for social work practice. In this course, the APA publication style manual should be followed for all written assignments. Students will use the 6th APA edition. The APA manual is available at the campus bookstore and in the library. Avoid colloquial expressions, proof-read all documents and employ correct grammar and standard English. All written assignments must be completed using a word processing program. Students are encouraged to utilize available writing instruction at the SSW as well as through the UMB Writing Center.

**Computer Proficiency:** Students must possess basic computer skills in order to completely achieve course objectives and must have access to: (1) Microsoft Word; (2) PowerPoint or PowerPoint Viewer files; (3) the Internet, and (4) download Acrobat Adobe reader files to facilitate the learning process. If you need extra assistance to strengthen your basic computer skills, contact the Computer Lab at 410-706-5112 to find out how to enroll in a computer skills class available on campus. If you are unfamiliar with the use of computers, it is NOT recommended that you attempt to learn while enrolled in this course. This course depends on the use of technology for teaching and learning. If you are not a proficient computer user, you may have difficulty achieving course objectives.

**Responsible Computing:** Students are expected to exercise responsible computing including protecting others from computer viruses.

**Honor system:** Students are expected to demonstrate the values and ethics of social work professionals throughout the course. Of special concern are issues related to plagiarism, whether by using work as one's own and/or without citation regardless if taken from the WEB, printed materials, or work produced by others. Re-using your work or work of another student is allowed only with permission of the instructor. If students follow APA guidelines, they will understand how to appropriately cite other work. If a student is suspected of engaging in plagiarism, this conduct will be considered academic dishonesty and the student may earn a failing grade for the assignment and/or course and will be referred to Student Review per the Student Handbook.

**ACADEMIC INTEGRITY:** Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty will be treated seriously, as described in the MSW Student Handbook.

Students are expected to be informed of and abide by the University of Maryland Honor System. Academic honesty in the composition of the assigned papers is expected.
ADA DISCLOSURE AND ACCOMODATION REQUESTS: If you would like to request classroom accommodations for a disability, please immediately contact the UMB Office of Student Services, at 410-706-7117, or the School of Social Work’s Office of Student Affairs at 410-706-5100, for additional information. Both offices have staff who will explain the ADA process and the required documentation. It is important that you follow through with this process if you believe you are eligible for accommodations; accommodations may not be made retroactively.

For detailed information pertaining to ADA Affairs (policies and procedures), students can access the Student Handbook on the SSW web-site and access the Appendices Link and then click onto the documents titled Policy & Procedures for Students with Disabilities and UMB Guidelines for Documenting a Disability.

Instructor Availability: I am available and enjoy meeting with students outside of the classroom. Students are encouraged to meet with me during office hours or at other arranged times to 1) ask questions about the course material or assignments, 2) review graded work, 3) obtain suggestions for additional reading, and 4) discuss other topics related to the course. Outside of class, the best way to contact me is via email. To improve efficiency, email should state clearly the question you need answered and/or if a meeting time is requested, please suggest some times you are available. During the work week, I will generally respond to email within a few hours. On weekends, responses may take more than 24 hours. Please plan accordingly.

Inclement Weather/ Campus Emergency: All students are encouraged to subscribe to UMBAlerts to stay up to the minute regarding any campus closures due to inclement weather or other issues. If class is cancelled unexpectedly, this announcement will be posted on Blackboard and sent out via e-mail. If there have been no cancellations reported through UMB alerts or posted on the course Blackboard site, assume that class will take place as scheduled.

COURSE REQUIREMENTS: Graded course requirements consist of: an intervention paper, a permanency assignment, a child well-being assignment, a poster presentation, and small group activities.

Graded course requirements, due dates, and their contribution to the final grade are summarized below. Additional information about course assignments and grading criteria are presented in the Assignment & Grading Criteria Supplement document. Both the syllabus and assignment document are also available on Blackboard.

Schedule of Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Paper</td>
<td>10.13.11</td>
<td>30</td>
</tr>
<tr>
<td>Permanency Research Paper</td>
<td>11.17.11</td>
<td>30</td>
</tr>
<tr>
<td>Child Well-Being Measurement Paper</td>
<td>12.8.11</td>
<td>20</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>12.8.11</td>
<td>10</td>
</tr>
<tr>
<td>Small Group Activity Participation</td>
<td>Throughout Semester</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Assignment Overview:
Assignment 1: Identifying Interventions and Evaluating Evidence (30% of grade)
Guidelines: Select an intervention with some evidence of promoting safety, permanency, or well-being for children or youth involved in the child welfare system (we will discuss in class how to locate possible interventions/programs that would best fit this assignment). Describe the program, who it serves (target population), and the underlying assumptions that promote its effectiveness. Evaluate the research evidence for the effectiveness of this intervention for a child welfare population. Develop a Logic Model that communicates what the program involves and which child welfare outcomes would be impacted.
Assignment 2: Permanency Review: Using data to make decisions (30% of grade)
Guidelines: Find and review a study that examines a research question related to permanency in the child welfare system. This question should be examined using administrative data (where possible). Present findings in narrative and table or chart. Discuss findings and limitations.

Assignment 3: Selecting and evaluating measures (20% of grade)
Guidelines: Identify a standardized measure that is currently being used or could be used to measure a dimension of safety or well-being. Note that you must be able to have access to the measure and how it is scored. Describe the measure, with whom it should be used, how it is administered and scored. Critique the measure for its validity (does it really measure what it purports to measure?), reliability (would two different people at two different time points draw the same conclusions?), utility, and applicability to the child welfare system.

Assignment 4: Poster Presentation (10% of course grade)
Guidelines: Students can choose to assemble a presentation for either Assignment 1 (Introducing an intervention and its evidence) or Assignment 2 (Permanency findings). The presentation will be organized using a poster format (described in class). Students will be required both to assemble the poster and participate in a poster session during class 15. At the poster session, students will need to articulate their key findings to poster session attendees, --this may include other MSW students, staff, and faculty.

Small Group Activity Participation: Throughout the semester (10% of course grade)
Throughout the semester we will break into groups and work on group assignments pertinent to the lecture topic. Group assignments are meant to enhance critical thinking for the application research in child welfare practice. There are three graded group exercises that are not announced before class. If you miss a class the professor will email you the assignment; the assignment will be emailed the day of class. The assignment may be turned in for half credit. You have one week from the date of the emailed assignment to turn in the makeup work for half credit. Two graded group assignments are worth 3 points each with one group assignment worth 4 points (for a total of 10 points for this section of the grading rubric).

GRADING: Grades will be constructed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100 points</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9 points</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9 points</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9 points</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9 points</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9 points</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9 points</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9 points</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9 points</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9 points</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9 points</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9 points</td>
</tr>
<tr>
<td>F</td>
<td>59 points and below</td>
</tr>
</tbody>
</table>

For final grades, any grade below C- is registered as “F”.

For final grades, any grade below C- is registered as “F”.

For final grades, any grade below C- is registered as “F”.
The following point equivalency is in effect:
A+= 4.33, A= 4.0, A-= 3.67, B+= 3.33, B= 3.0, B-=2.67, C+= 2.33, C= 2.0, C-= 1.67 (F= failure/need to repeat class)

For the first two assignments, any student who earns a B- (80%) or below on one of these assignments may revise and resubmit the assignment within one week after it is returned by the instructor. The grade on the second submission paper will be averaged with the first grade. Because the last assignment is submitted at the end of the semester, the deadline for submission of final grades will not permit revising and resubmitting the final assignment. The nature of the poster session also does not accommodate revisions.

Late Graded Assignments: For all graded assignments, 3 percentage points will be taken off it the assignment is not handed in by 9pm the day it is due. Five percentage points will be deducted for every 24 hours that an assignment is late. No assignment will be accepted if it is submitted more than 7 days late. Posters must be complete at the START of the poster session. No late posters will be accepted from any student. Because of final grade due dates, no extensions or resubmissions will be accepted for the final paper.

E-Mail Requirements: All students are required to use their official University of Maryland, Baltimore e-mail account. This is your UmNet account. You may use this account by following procedures established on the UMB campus or you may forward your email from this account to another account that you prefer. The instructor will only respond to messages sent from the UmNet account. These procedures are in place for security and confidentiality purposes.

COURSE SCHEDULE & READINGS:

WEEK 1: NO CLASS DUE TO GRAND PRIX (WEEK 1 WILL BE PRESENTED IN WEEK 2)

WEEK 2: INTRODUCTION TO THE COURSE AND THE USE OF BLACKBOARD

CONCEPTS:
- Course expectations and requirements
- Review Syllabus and Assignment Supplement
- Use of the Blackboard Course Management system

AND

CHILD WELFARE POLICY AND SERVICE OVERVIEW

CONCEPTS:
- What makes a competent child welfare worker?

Overview of the following:
- Child welfare related Federal laws and policies
- Federal Child and Family Services Review Process
- Maryland Laws and Policies
- Maryland Child and Family Services Review
Required Reading:


Overview of the following readings:


Department of Human Resources (2009). Maryland CFSR Statewide Assessment 2009. [Available in the Week 2 Required Reading tab].


RECOMMENDED REVIEW of FEDERAL LAWS/POLICIES: As identified on page 1 of the syllabus, students are expected to have an understanding of child welfare related policies, programs, and services prior to enrollment in this course. As part of this understanding, students must understand federal requirements for measuring outcomes of child welfare services as specified in these federal laws/policies. It is strongly recommended that all of these laws/policies be reviewed early in the semester.

WEEK 3: EVIDENCE BASED PRACTICE – THE PROCESS OF SEARCHING FOR EVIDENCE
WHAT IS AN INTERVENTION?

CONCEPTS:
- Evidence Based Practice vs. Evidence supported interventions
- Practice Guidelines
- Standards of evidence- review of Research Design principles
- Systematic Reviews
- Locating information about evidence supported interventions
- Intervention development
- Findings-Core child welfare outcomes
- Review of research methods terminology
- Critical thinking as a research consumer

Required Readings:


Recommended Reading:


Resources for Class Learning:

The websites below can serve as guides for identifying interventions for Paper 1: California Evidence Based Clearinghouse for Child Welfare, http://www.cebc4cw.org/

Campbell Collaboration - The international Campbell Collaboration (C2) is a non-profit organization that aims to help people make well-informed decisions about the effects of interventions in the social, behavioral and educational arenas. http://www.campbellcollaboration.org/

University of Maryland, School of Social Work Evidence Based Practice Blog. You can access this from the SSW web page at http://www.ssw.umaryland.edu
WEEK 4: CHILD WELFARE OUTCOMES & ASSESSING EMPIRICAL EVIDENCE

CONCEPTS:
- Assessing Empirical Evidence
- Synthesizing Empirical Articles
- Writing the Prevalence/Significance Section for Paper #1
- Overview of child welfare outcomes

Required Readings: AT LEAST ONE OF THE FOLLOWING EMPIRICAL ARTICLES (TBD):


WEEK 5: LOGIC MODELS & PROGRAM EVALUATION

CONCEPTS:
- Designing a logic model
- Defining inputs, outputs, and outcomes
- Measuring outcomes- SMART
- Program evaluation

Required Readings:


WEEK 6: OVERVIEW OF INTERVENTIONS AND PAPER ASSIGNMENT; SPECIAL TOPIC DISCUSSION

Required Reading: NONE
WEEK 7: DISPARITIES & DISPROPORTIONALITY IN CHILD WELFARE; INTERVENTION PAPER DUE

Required Readings:


WEEK 8: PERMANENCY, LAB

CONCEPTS:
- Evidence-based decision-making
- Matching youth to interventions
- Clinical judgment

Required Readings:


WEEK 9: PERMANENCY LAB AND ADMINISTRATIVE DATA

CONCEPTS:
- Definitions
- Measures of permanency
- Numeric counts
- Secondary data analysis

Required Readings: *Same as WEEK 7*
WEEK 10: PERMANENCY LAB; MAKING SENSE OF RESULTS

CONCEPTS:
- Identifying administrative data sources & limits
- Communicating data results
- Interpreting Findings

Required Readings:


WEEK 11: RESEARCH TO PRACTICE; WELL-BEING DEFINITIONS AND MEASUREMENT

CONCEPTS:
- Demographic issues in child welfare
- Research work products: policy briefs, final reports, presentations
- Research posters
- Communicating findings to different audiences
- Defining well-being
- Review of measurement, reliability and validity
- Assessing dimensions of child well-being

Required Readings:


WEEK 12: LAB; CRITICAL ANALYSIS OF WELL-BEING MEASUREMENT; PERMANENCY PAPER DUE

CONCEPTS:
- Child welfare system's role in well-being
- Challenges to measuring well-being
- Critiquing standardized measures of well-being

Required Readings:


WEEK 13: THANKSGIVING BREAK-NO CLASS & NO ASSIGNMENTS
WEEK 14: WELL-BEING OF SPECIAL POPULATIONS

Review of course & integration with your practice

Required Readings: None

WEEK 15: POSTER SESSION, WELL-BEING PAPER DUE

CONCEPTS:
- Presenting findings professionally—Posters Due 5pm

Required Readings: None

REQUIRED RESOURCE PROGRAMS:

Microsoft WORD and POWER POINT required. To succeed in this course, students will need to have access to Microsoft WORD, PowerPoint, and Excel. A complete version of Microsoft Office 2000 is available to students at the UMB, HSHSL. You may also obtain the viewers for Microsoft products at: http://www.microsoft.com/downloads/search.asp. This will work if you only intend to view files from home and to develop your documents in the School of Social Work lab or elsewhere.

ADOBE Acrobat files required. Some documents will be formatted in Adobe pdf files. To obtain a free viewer to read these files, go to: http://www.adobe.com/products/acrobat/readstep.html

Internet Access. To access the multi-site data archive (to complete the Permanency Assignment), you will need access to the internet. This assignment may be completed on campus but you should plan accordingly to assure you have sufficient time to complete it.

CAMPUS Computer Help
CITS Assistance and Service Center Help Desk is available Monday to Friday between the hours of 8:00 AM and 5:00 PM at 410-706-HELP (x6-4357) or send e-mail to help@umaryland.edu.

You may also visit the Help website at www.umaryland.edu/helpdesk and click on UMnet Help.
## COURSE AGENDA AT-A-GLANCE*

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Required Reading due (before class):</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1</td>
<td>1</td>
<td>CLASS CANCELLED DUE TO GRAND PRIX</td>
<td>None</td>
</tr>
<tr>
<td>9/8</td>
<td>2</td>
<td>Course Overview; What makes a competent child welfare worker?; Child welfare policy and service overview</td>
<td>Garfat, 2008; <strong>Overview of the following:</strong> 2009 State Assessment; CWAA (2006); CFSR Review Instructions; MD PIP; CFSR Summary Results 2001-2004</td>
</tr>
<tr>
<td>9/22</td>
<td>4</td>
<td>Child welfare outcomes; Assessing empirical evidence; overview of empirical articles</td>
<td>CHOOSE ONE: Barth et al, 2007; DePanfilis &amp; Zuravin, 2002; Dickinson &amp; Perry, 2002; Ryan et al., 2006 <strong>IN-CLASS ASSIGNMENT</strong></td>
</tr>
<tr>
<td>9/29</td>
<td>5</td>
<td>Logic models &amp; Outcome measurement, program evaluation</td>
<td>Kellogg Foundation, 1998, 2001 (review both handbooks)</td>
</tr>
<tr>
<td>10/6</td>
<td>6</td>
<td>Overview of interventions and paper assignment; Special Topics—Lost Leavers</td>
<td>No required reading</td>
</tr>
<tr>
<td>10/13</td>
<td>7</td>
<td>Disparities &amp; Disproportionality</td>
<td><strong>INTERVENTION PAPER DUE!</strong> Hines et al., 2004; Lu et al., 2004; Smith &amp; Devore 2004</td>
</tr>
<tr>
<td>10/20</td>
<td>8</td>
<td>Permanency—<strong>Computer LAB</strong></td>
<td>Wulczyn, Chen &amp; Hislop, 2007; Wulczyn, 2007; Chapin Hall User’s Manual</td>
</tr>
<tr>
<td>10/27</td>
<td>9</td>
<td><strong>Computer LAB</strong>- Permanency definitions, data</td>
<td>Same as Week 7</td>
</tr>
<tr>
<td>11/3</td>
<td>10</td>
<td>Interpreting Findings &amp; limits of administrative data; <strong>Computer LAB</strong></td>
<td>Drake &amp; Jonson-Reid, 1999.</td>
</tr>
<tr>
<td>11/10</td>
<td>11</td>
<td>Research to Practice; Well-being definitions &amp; measurements</td>
<td>Smith &amp; Brun, 2006; FFTA Measures (pp. 10-16)</td>
</tr>
<tr>
<td>11/17</td>
<td>12</td>
<td><strong>Computer Lab:</strong> Anna Tatro Presentation; Critical analysis of well-being and measurement</td>
<td><strong>PERMANENCY PAPER DUE!</strong> Monette, Sullivan, &amp; DeJong Chapter</td>
</tr>
<tr>
<td>11/24</td>
<td>14</td>
<td>Thanksgiving No Class</td>
<td>Holiday Break—Enjoy!</td>
</tr>
<tr>
<td>12/1</td>
<td>14</td>
<td>Well-being of special populations/ Review of course &amp; integration with your practice</td>
<td>No required reading</td>
</tr>
<tr>
<td>12/8</td>
<td>15</td>
<td><strong>POSTER SESSION at 5 PM</strong></td>
<td><strong>WELL-BEING PAPER DUE!</strong></td>
</tr>
</tbody>
</table>

*Please note that the instructor reserves the right to make changes to the syllabus based on the changing needs of the class, emerging issues, and unexpected scheduling issues.
**UNIVERSITY OF MONTANA**  
**SW495: TRAUMATIC STRESS AND SOCIAL WORK**  
**Fall 2009**

| Instructor: James Caringi, PhD, MSW | Class Dates & Location:  
The online course runs from 8/31/09 to 12/14/09.  
It is taught online, through Blackboard (http://courseware.umt.edu). |
|-------------------------------------|-------------------------------------------------------------|
| Contact Information:               | Office Hours:  
By appointment or via phone, email. I will respond to calls, emails, and General Discussion posts within a 24 hr. period, M-F. |
| Phone: 406-243-5548 (office)       | Tech Support:  
UMOnline: 406.243.4999; courseware-support@umontana.edu; or http://umonline.umt.edu (Contact Us tab) |
| 406-529-2839                       | Email: james.caringi@umontana.edu |  
| Virtual Office Hours in Bb: Thursday 9-11am |  
|                                    |  
|                                    | |

**COURSE OVERVIEW:** This course examines best practices in the rapidly evolving field of trauma and traumatic stress. Developmental factors, trauma growth, cultural differences, memory, pharmacology and social worker self-care are also discussed. The course is rooted in emerging research and theoretical perspectives regarding biological, cognitive, behavioral and relational dimensions of trauma expression. Specific and integrated methods for assessment, intervention and measurement are covered. For your final project, you will expand your learning by focusing on an intervention method with a specific focus of your choice.

As this course is listed as an undergraduate / graduate course (U/G) there will be different requirements depending on your registration status. In addition, course assignments are structured to provide MSW students with options for portfolio projects.

The nature of learning in this course requires regular, active participation, in which you are engaged in the online learning environment. You are largely responsible for keeping up, although I am here to help you along the way.

**Target Student:** This course is appropriate for BSW and MSW students or those from a related discipline interested in learning about the impact of trauma on individuals, families, and communities. In particular, this course is designed for those in the FVCC / UM “Two Plus Two” program.

**Prerequisite Skills and Knowledge:** Students should have a basic understanding of human development and behavior from previous coursework and life experiences. Many courses may provide you with this knowledge. As such, students will be allowed to register at my discretion after an individual discussion between us.

**COURSE IMPORTANCE AND RELEVANCE:** This course builds on all foundation courses especially SW practice courses and practicum. You will gain a beginning understanding of the impact of traumatic stress on individuals, families, and communities. The content maintains the ecological perspective and is an integral part of a mental health approach to the integrated practice focus, and is generalizable across settings, life situations and agency environments. An integrated practice model approach provides the framework for examining all course content. As we all live and work in a State that has many examples of traumatic events such as domestic violence, child abuse, factors related to substance use, and historical trauma, you will gain valuable knowledge and skills that you can apply in direct practice, policy, and research endeavors in Montana and the surrounding Rocky Mountain West.
# University of Montana: SW 495: Traumatic Stress and Social Work

## EXPECTED STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Demonstrate knowledge of the historical evolution of traumatic stress research and treatment.</td>
<td>• Discussion board&lt;br&gt;• Presentation&lt;br&gt;• Annotated Bibliography&lt;br&gt;• Paper&lt;br&gt;• Individual Syllabus</td>
</tr>
<tr>
<td><strong>2.</strong> Provide examples of how trauma impacts normal personal and social development throughout the lifespan.</td>
<td>• Discussion board&lt;br&gt;• Presentation&lt;br&gt;• Annotated Bibliography&lt;br&gt;• Paper&lt;br&gt;• Individual Syllabus</td>
</tr>
<tr>
<td><strong>3.</strong> Incorporate an understanding of how oppression creates traumatic stress for populations at risk.</td>
<td>• Discussion board&lt;br&gt;• Presentation&lt;br&gt;• Annotated Bibliography&lt;br&gt;• Paper&lt;br&gt;• Individual Syllabus</td>
</tr>
<tr>
<td><strong>4.</strong> Identify the systems of the brain that are related to trauma, and how the brain processes trauma via the central nervous system, including the structure and functioning of the limbic system.</td>
<td>• Discussion board&lt;br&gt;• Presentation&lt;br&gt;• Annotated Bibliography&lt;br&gt;• Paper&lt;br&gt;• Individual Syllabus</td>
</tr>
<tr>
<td><strong>5.</strong> Understand and apply acute traumatic reactions and the psychobiology of the stress response.</td>
<td>• Discussion board&lt;br&gt;• Presentation&lt;br&gt;• Annotated Bibliography&lt;br&gt;• Paper&lt;br&gt;• Individual Syllabus</td>
</tr>
<tr>
<td><strong>6.</strong> Critically analyze contemporary cognitive, behavioral, and relational interventions for assessing and treating traumatic stress-related disorders.</td>
<td>• Discussion board&lt;br&gt;• Presentation&lt;br&gt;• Annotated Bibliography&lt;br&gt;• Paper&lt;br&gt;• Individual Syllabus</td>
</tr>
<tr>
<td><strong>7.</strong> Critically analyze and evaluate the major controversies in current traumatic stress research and theory building.</td>
<td>• Discussion board&lt;br&gt;• Presentation&lt;br&gt;• Annotated Bibliography&lt;br&gt;• Paper&lt;br&gt;• Individual Syllabus</td>
</tr>
<tr>
<td><strong>8.</strong> Build self-awareness and self-care skills for performing traumatic stress-related social work practice.</td>
<td>• Discussion board&lt;br&gt;• Annotated Bibliography&lt;br&gt;• Self-care plan</td>
</tr>
<tr>
<td><strong>9.</strong> Apply an integrated practice perspective inclusive of etiology, assessment, and treatment of traumatic stress.</td>
<td>• Discussion board&lt;br&gt;• Presentation&lt;br&gt;• Paper</td>
</tr>
</tbody>
</table>
10. Identify traumatic stress issues that are unique to the State of Montana and Rocky Mountain West.

- Discussion board
- Presentation
- Annotated Bibliography
- Paper
- Individual Syllabus

PARTICIPATION AND GRADING CRITERIA:

Participation Expectations:
- Complete all course reading/viewing assignments, activities, and assessments.
- Thorough, thoughtful and timely participation in asynchronous discussions (see grading rubric for discussions).
- You are expected to log on a minimum of three times each week (seven days).

Assignments and Assessments:
UG = Undergraduate Students
G = Graduate Students

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>Total Possible Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Activity / Word Journal</td>
<td>2</td>
<td>9/7</td>
</tr>
<tr>
<td>Discussion #1</td>
<td>2</td>
<td>9/7</td>
</tr>
<tr>
<td>Discussion #2</td>
<td>2</td>
<td>9/14</td>
</tr>
<tr>
<td>Discussion #3</td>
<td>2</td>
<td>9/21</td>
</tr>
<tr>
<td>Discussion #4</td>
<td>2</td>
<td>9/28</td>
</tr>
<tr>
<td>Discussion #5</td>
<td>2</td>
<td>10/5</td>
</tr>
<tr>
<td>Discussion #6</td>
<td>2</td>
<td>10/12</td>
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<tr>
<td>Discussion #7</td>
<td>2</td>
<td>10/19</td>
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<tr>
<td>Discussion #8</td>
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<td>Discussion #9</td>
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<td>Discussion #10</td>
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<td>Discussion #11</td>
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<td>11/16</td>
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<tr>
<td>Discussion #12</td>
<td>2</td>
<td>11/23</td>
</tr>
<tr>
<td>Discussion #13</td>
<td>2</td>
<td>11/30</td>
</tr>
<tr>
<td>Discussion #14</td>
<td>2</td>
<td>12/7</td>
</tr>
<tr>
<td>FINAL Learning activity</td>
<td>none</td>
<td>12/15</td>
</tr>
<tr>
<td>“Brain Facts” Self Evaluation</td>
<td>none</td>
<td>9/14</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>UG – 5 / G - 10</td>
<td>11/9</td>
</tr>
<tr>
<td>Online presentation</td>
<td>UG - 30/ G - 25</td>
<td>11/16</td>
</tr>
<tr>
<td>Paper</td>
<td>UG - 35/ G - 30</td>
<td>12/7</td>
</tr>
<tr>
<td>Masters students only: Development of Individual Syllabus</td>
<td>G - 5</td>
<td>9/28</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>100 points total</td>
<td></td>
</tr>
</tbody>
</table>
REQUIRED ASSIGNMENTS:

1. **Discussion Board Posts**: Participation in discussion forums is required weekly. I will present a question or topic to respond to in the “discussion board” each week. There may be up to three discussion threads each week that you are required to participate in. These may be related to the topic of the week, development of assignments, or assessment of how the course is going for you. You are required to contribute to each discussion forum.

**EVALUATIVE CRITERIA**: SEE RUBRIC. You will be graded weekly for your discussion posts.

2. **Annotated Bibliography**: You must prepare an annotated bibliography including readings you identify based on your individual interests regarding traumatic stress and social work. Follow this online guide: http://www.library.cornell.edu/olinuris/ref/research/skill28.htm.

You must share the annotated bibliography with the class by posting to blackboard. Undergraduate students must have at least ten references. **Graduate Students should have at least twenty**.

**EVALUATIVE CRITERIA**:
- Thoroughness of the literature search.
- Quality of the writing.
- Following APA style.
- Relevance of the literature to the learning goals of your individual syllabus.

3. **Online Presentation** (Graduate students: see alternative option below): You will make a case presentation to the class addressing a particular aspect of trauma and a corresponding intervention. The concept of “case” is broadly defined here (micro, mezzo, macro, or mixed), and the choice of topic for the presentation should reflect learning objectives in the student's area of interest. The “case” may be real or a fictitious example that you develop. You may choose to examine a character from a popular movie to guide you in this endeavor. Following Briere chapter three you should address all of the following: conceptualization(s) of the traumatic stress exposure / reason for referral; immediate concerns, assessing trauma exposure, evaluating the effects of trauma, and psychosis in the context of posttraumatic response. In addition, you should consider an alternative way to explain the traumatic experience involved in the case. You may consider questions of context, history, meaning and power; ethical dilemmas; oppression and cultural issues. Finally, what interventions would you propose in this case? Students may choose to post an online powerpoint presentation or video tape themselves and post that file. The presentation should be no more than 25 minutes long if videotaped. After the presentation those who view the presentation must post questions on the designated Bb discussion page.

**EVALUATIVE CRITERIA**: See presentation RUBRIC. I will also give detailed feedback via “track changes” relative to the rubric categories.

4. **Paper**

**Paper Option 1**
Choose a particular element of traumatic stress and research that topic. Develop a paper that explores the topic and expands your knowledge in regards to the aspect of traumatic stress. For example, some of you may choose to examine PTSD and veterans, some PTSD and geriatrics; some may choose to examine the concepts of complex posttraumatic stress disorder more closely. Your paper should include:
1) Introduction  
   a) Tell me EXACTLY where the paper will go. “In this paper, I will….” Then be sure to do all you say you will do.

2) Literature Review 
   a) What does the literature say regarding this traumatic stress issue? What gaps exist? (See website on how to complete a lit review and for general writing tips) http://www.utoronto.ca/writing/advise.html http://www.utoronto.ca/writing/litrev.html  
      Note: the literature you complete will be brief and not as all inclusive as the webpage presents as they present how to complete a lit review that IS a paper, not PART of a paper.
   
   b) Attempt to include all areas of the learning objectives.
   
   c) Empirical research studies  
      i) What research studies exist regarding your topic?
   
   d) Other sources (accounts from those who have the diagnosis, web pages, or other sources outside the “peer review”).

3) Assessment  
   a) How is the particular traumatic reaction assessed? Are there specific tools that exist? If not, how is the disorder assessed?

4) Treatment  
   a) How is the particular aspect of traumatic stress treated?

5) Alternatives  
   a) What alternative explanations exist for the traumatic stress diagnosis? Are there other ways to look at the issue than that in the dominant paradigm?

6) Discussion  
   a) You get to design this section as appropriate. What is important to say about the diagnosis (DX) and all of the above in your opinion, combined with what you learned from your research?

7) Conclusion  
   a) Be sure to wrap up the paper and “tell me what you told me” in brief.

** Students are encouraged to use the Online Writing Center for extra help: http://www.umt.edu/writingcenter/

Paper Option 2:  
If there is a particular way you would like to organize your paper that would fit better for your topic and / or your learning, you can propose modifications to this paper. However, I must approve all modifications BEFORE you begin. Modifications must also meet the course learning outcomes.

EVALUATIVE CRITERIA: See paper RUBRIC. I will also give detailed feedback via “track changes” relative to the rubric categories.
5. Development of Personal Self-Care Plan: With my help students will develop a personal self-care plan that they will implement in their lives. Social work, in particular working with issues of traumatic stress can cause individual distress. We must learn to “put our oxygen masks on first” if we are to be successful in helping others. Several formats for this self-care plan will be introduced and students may modify them or develop their own. Students are required to submit these plans to Blackboard to share with the class. However, they may also submit confidential parts of their plans to the professors only should this be necessary for any reason (15%).

EVALUATIVE CRITERIA: You will be graded regarding the following categories:

a. How “SMART” (specific, measurable, realistic, and timely) is your plan (5 points)?
b. How thorough is your plan (5 points)?
c. Clarity and presentation of the plan (5 points)?

GRADUATE STUDENTS ONLY:

1. Individual Syllabus Development: In addition to the assigned course readings, each masters level class member will develop an individual syllabus with a minimum of 10 (preferably 15-20) book chapters and or professional journal articles related to your areas of interest. The readings should coincide with learning goals that you will outline in this individual syllabus. For example, if you are interested in trauma and gerontology, identify that in your goals and then identify readings that will support your learning. These readings may also be resources for the case presentation and/or paper.

EVALUATIVE CRITERIA: You will be graded on the following:

a. Clarity and depth of individual learning outcomes.
   Learning objectives should be specific and mirror those in this syllabus in how they are formed using action words and saying exactly what you will know or be able to do as a result of your learning.
b. Meeting the requirements for quantity and quality of the literature.
   Quality is defined as 75% of the articles you choose being peer reviewed. Also, non-peer reviewed article sources should be validated in their credibility. See this webpage for evaluating web sources: http://www.library.cornell.edu/olinuris/ref/research/webeval.html
c. Choosing initial topics for the paper and presentation in a timely manner demonstrating initial insight into the topic area.

2. Teaching-learning practice skills demonstration: (GRADUATE students have this option instead of the Case Study if they choose.) You will prepare a structured teaching-learning demonstration on a trauma related practice technique directly related to your specific interest in trauma. The presentation should be no more than 25 minutes. It may involve use of power point and video. You should present the historical background of the technique and the theoretical orientation it is derived from. You should then demonstrate the technique (this is for demonstration purposes only and should not be a real client). The presentation should demonstrate how the technique would be used. Finally, you should refer your classmates as to where they can get more information regarding the technique.

EVALUATIVE CRITERIA:

a. See presentation RUBRIC. I will also give detailed feedback via “track changes” relative to the rubric categories.
GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Scale</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
<td>59 or lower</td>
<td>0.00</td>
</tr>
</tbody>
</table>

COURSE TEXTBOOKS/MATERIALS:

Required Readings


All additional readings are available online through the course BlackBoard website. Most of the readings can be downloaded and printed as PDF files, so students have the option of hard copy or electronic files.

Recommended Readings


All additional readings are available on-line through the course BlackBoard website. Most of the readings can be downloaded and printed as PDF files, so students have the option of hard copy or electronic files.
## COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Readings/Resources:</th>
<th>Assignment/Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>No Readings Required: See Module 1 (next)</td>
<td>-Develop and post a “personal biography” and personal course “home page.”</td>
</tr>
<tr>
<td>Week of 8/24 – 8/31</td>
<td></td>
<td>-Complete “word journal.”</td>
</tr>
<tr>
<td>Intro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Unit 1</td>
<td><strong>Topic 1: Trauma, Effects, and Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Week of 9/7</td>
<td>Briere, J., &amp; Scott, C. (2006). <em>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment.</em> The Effects of Trauma. Chapter 2 Guest lecture; Marilyn Zimmerman, Director of the National Native Children’s Trauma Center, Institute of Educational Services, UM (on Elluminate): Time TBA. If you cannot make the time, it will be recorded.</td>
<td>-Discussion Posts 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-INDIVIDUAL SYLLABUS DUE</td>
</tr>
<tr>
<td>Learning Unit 2</td>
<td><strong>Topic 2: Clinical Interventions</strong></td>
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<td>-------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/5</td>
<td>-Self selected readings (see requirements)</td>
<td></td>
</tr>
<tr>
<td>10/12</td>
<td>-Self selected readings (see requirements)</td>
<td>-Establish Presentation Topic. Post to Discussion Board.</td>
</tr>
<tr>
<td>Learning Unit 3</td>
<td><strong>Topic: Specialized Issues in Traumatic Stress and Social Work</strong></td>
<td></td>
</tr>
<tr>
<td>10/19</td>
<td>-Self selected readings (see requirements)</td>
<td>-Mid-term check in. Email me regarding how the course is going for you.</td>
</tr>
<tr>
<td>Week of</td>
<td>Guest Lecture re: Cultural Trauma and Traumatic Grief</td>
<td>Discussion Posts 9</td>
</tr>
<tr>
<td>10/26</td>
<td>-Self selected readings (see requirements)</td>
<td>-Establish paper topic and post to the discussion board.</td>
</tr>
<tr>
<td>Week of</td>
<td>Child Abuse; The “Adverse Childhood Experiences Study” <a href="http://www.cdc.gov/nccdphp/ACE/">http://www.cdc.gov/nccdphp/ACE/</a></td>
<td>-Discussion Posts 10</td>
</tr>
<tr>
<td>11/2</td>
<td>Briere: Child Abuse Trauma PowerPoint</td>
<td>-ANNOTATED BIBLIOGRAPHY DUE</td>
</tr>
<tr>
<td></td>
<td>Trauma and Veterans:</td>
<td></td>
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<tr>
<td></td>
<td>PBS “NOW”: PTSD and Veterans</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.pbs.org/now/thisweek/index_051305.html#">http://www.pbs.org/now/thisweek/index_051305.html#</a></td>
<td></td>
</tr>
<tr>
<td>Learning Unit 4:</td>
<td><strong>Topic: Alternative Explanations for and Treatment Approaches to Traumatic Stress</strong></td>
<td></td>
</tr>
<tr>
<td>Week of</td>
<td>“The Trauma Center at the Justice Resource Center” webpage: <a href="http://www.traumacenter.org/index.php">http://www.traumacenter.org/index.php</a></td>
<td>-Discussion Posts 11</td>
</tr>
<tr>
<td>11/9</td>
<td>-Self selected readings (see requirements)</td>
<td>-PRESENTATION DUE</td>
</tr>
<tr>
<td>Week of</td>
<td>-Self selected readings (see requirements)</td>
<td></td>
</tr>
<tr>
<td>11/16 - 11/23</td>
<td>-Self selected readings (see requirements)</td>
<td>-Discussion Posts 12</td>
</tr>
</tbody>
</table>
Learning Unit 5:
Topic: Secondary Traumatic Stress, Vicarious Trauma, and Compassion Fatigue; Causes, Correlates, Prevention and Self-care

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Caringi Powerpoint on Work Stress in Social Work</td>
</tr>
<tr>
<td></td>
<td>Self selected readings (see requirements)</td>
</tr>
<tr>
<td>Week of 12/7</td>
<td>T.B.A.</td>
</tr>
</tbody>
</table>

COURSE POLICIES AND PROCEDURES:

1. **Student Conduct Code**: The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to adhere to this code (http://life.umt.edu/SA/documents/fromWeb/StudentConductCode1.pdf).

   It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic netiquette. You are expected to complete all reading assignments so that you can discuss them intelligently in discussion forums, individual assignments, and small group (collaborative) assignments.

2. **Assignment Due Dates/Times**: Assignment due dates are posted in the course schedule and on the course calendar. All assignments, unless otherwise noted in the Course Schedule section of the syllabus, are due by 11 p.m. (Standard Mountain Time) on Sunday of the week listed.

3. **Late Work Policy**: The course assignments are designed to simulate the work you will be doing as a social worker. Meeting deadlines is a reality in social work practice and in this course. Late assignments will be accepted, but points will be deducted to what is the equivalent of one-half grade per day late. Students with unavoidable circumstances which result in late papers must speak to the instructor.

4. **Course Accommodations Statement (DDS)**: Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website or call 406.243.2243 (Voice/Text).

5. **Naming and Submitting Assignments**: Assignments should be submitted in Microsoft Word. Students MUST submit assignments to the “Assignments” section our or class Blackboard page. I will NOT accept assignments via email. I will return assignments via the “Assignments” section as well. Please use “tech support” for help uploading assignments.

   Please name your files with your last name and an abbreviated name of the assignment, like this: caringi_online_presentation_1. You can use an underscore ( _ ) or a period (.) to separate your name from the name of the assign. Do not use other symbols (such as: # $ @ * & - ?, etc.) in your file names as we won’t be able to open the files. (within Bb assignment link; to you UM email account, etc.).
6. **Specification for papers**: Papers should be written in APA format. See the Writing Center and Mansfield Library for assistance with APA. I will also offer online web pages that may be helpful to you.

   The following criteria are used for grading:
   - Correct grammar, spelling, and punctuation
   - Indication of thoughtfulness and critical reflection
   - Good balance between thoroughness and expressing ideas concisely
   - Well organized and clarity of thought
   - Move beyond reporting surface content to critical analysis and original ideas
     - Integration of readings and course learning

7. **Turn-around time for grading assignments, providing feedback, etc.**: Assignments will be returned to you within 7-14 days. Discussion feedback will occur weekly.

8. **Technical Requirements**: Please refer to the following link for technical requirements:
   http://umonline.umt.edu/StudentInfo/plugins.htm

   Also, the menu of our Bb course site includes a link to Technical Support.

9. **Readiness for Online Learning**: If this is your first online learning course I would strongly suggest you complete the online Blackboard tutorial: http://umonline.umt.edu/StudentInfo/

   I would encourage you to check out the “readiness for online learning” assessment from this same web page:
   http://www.umt.edu/ce/online/StudentInfo/readiness.htm
SWK 6685: SOCIAL WORK PRACTICE WITH TRAUMA AND INTERPERSONAL VIOLENCE

Spring 2012

COURSE DESCRIPTION: Social Work Practice with Trauma is a clinical course that focuses on the social forces, prevalence, dynamics, types, effects and interventions specific to trauma experiences. The course will examine the many faces of trauma including national and community trauma experiences, historical and geographic trauma, witnessing violence or other trauma events, interpersonal violence in childhood and adulthood, specifically childhood sexual abuse, childhood physical abuse, domestic violence (partner abuse), rape/sexual assault, and adult survivors of child sexual abuse. In addition, the impact of the experience on subsequent development and functioning will be explored.

Students will be provided with an overview of the historical roots of movements that influenced social thought about the many faces of trauma and informed specific response strategies. Students will learn about the short and long term effects of trauma on human lives; they will explore the trauma experience in clients' lives from an ecosystems perspective, including the psychiatric diagnoses of PTSD, a continuum of trauma response, DESNOS, and a developmental trauma disorder. Students will learn about individual and group intervention strategies, including evidence-based models, specific to trauma and violence. Through a unit on Vicarious Traumatization, students will learn about the personal effects of trauma work and will be exposed to self-care strategies. This course will incorporate lectures, case presentations, discussion, small group exercises, possibly guest speakers, films, student presentations and weekly student journaling.

LEARNING OBJECTIVES: By the conclusion of this course, students will be able to demonstrate an understanding of:

1. The complex phenomena of trauma, including the many faces of trauma and adult domestic violence, adult rape/sexual assault, child victimization and interpersonal violence, and the complex effects on human lives;

2. The historical roots of movements and social/political forces, including international forces, influencing the field of trauma and violence in particular;

3. The effects of interpersonal violence on children and adults, including psychiatric disorders and related frameworks;

4. The current intervention approaches including emergency care, forensics, casework, group work and community modalities;

5. The emotional and spiritual effects of trauma work on social workers, and particular strategies to develop self care and foster agency responsiveness.
REQUIRED TEXTS:


Please don’t purchase the following until class begins; you will have an option:


Suggested Books:


PLAGIARISM: Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else’s work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another’s work without citation; when a student paraphrases major aspects of another’s work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else’s work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT: In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.
STUDENTS WITH DISABILITIES: Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

Documentation should be submitted to your professor by the third class. Accommodations must be discussed and negotiated with the professor. Specific accommodations are not automatic.

E-RES (Electronic Reserve): Most of the articles mentioned in the curriculum are available on electronic reserve [E-RES]. You can access the full text articles from your home or from a university computer at no charge.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

COURSE REQUIREMENTS:

Assignment I – Reflective Journal: This assignment asks students to write a weekly reflective log throughout the semester in which they reflect on their reactions to class content and discussion, their reading, and their experiences in the field. This journal is an integrative tool that provides for students the opportunity to process their learning through writing openly and honestly. Although the students’ individual emotional and intellectual reactions cannot be graded, this assignment will be graded in terms of the ability of the student to articulate those thoughts and feelings in writing, the degree to which reading assignments are incorporated into the journal with proper citations, organization of the written material and timeliness of the submissions. LATE JOURNALS ARE NOT ACCEPTED.

Additional details will be handed out separately by instructor. (Addresses Learning Objectives 1, 3, 5)

Assignment II – Midterm Paper: All papers must be typed and include ample references from the relevant literature. APA 6th Edition is required. This is due the 7th class session. Additional details will be handed out separately. (Addresses Learning Objectives 1-5)

Assignment III – Final Paper: All papers must be typed and include ample references from the relevant literature. APA 6th Edition is required. This is due the 13th class session. Assignment details will be supplied separately by instructor. (Addresses Learning Objectives 1-5)

EVALUATION: This course will be graded in the following manner:

85%  Written Assignments (3)
     Assignment I – 25%
     Assignment II - 20
     Assignment III – 40%
15%  Class Attendance and Participation

TEACHING METHODS: Required and suggested readings; Personal reactions to readings; Lectures and discussions; Use of students’ field work experience; Role-plays and classroom exercises; Audio-visuals; Films and tapes; Assignments.
COURSE OUTLINE:

UNIT I. INTRODUCTION TO THE FIELD OF TRAUMA & INTERPERSONAL VIOLENCE (Sessions 1 & 2)

Content Covered:
- Trauma Theories
- Trauma Types-Faces of trauma
- Historical Roots of movements addressing trauma experiences
- Social/Political Forces and Beliefs influencing the field of trauma

Required Readings:


Herman, Introduction, pp. 1-6, Chapter 1, pp. 8-32.


Schechter, Part 1, Chapters 1-3, pp.1-53.

Start reading Saakvitne & Pearlman Vicarious Trauma workbook to get a feel for the content and exercises.

Recommended Readings:


UNIT II: CHILDHOOD TRAUMA (Sessions 3-5)

Content Covered:
- Overview of Types & Dynamics
  i. Child Physical Abuse
  ii. Child Sexual Abuse, non-incest
  iii. Incest
  iv. Teen Relationship Abuse
- Effects on Survivors
- Intervention Strategies
Required Readings:

Continue working with Saakvitne & Pearlman Vicarious Trauma workbook.


Suggested Readings:


UNIT III. VICARIOUS TRAUMA: IMPLICATIONS OF TRAUMA WORK ON WORKERS (Session 6-7)

Content Covered:

a. Vicarious Traumatization framework, history, current research, and applicability
   i. Compassion Fatigue
   ii. Burnout
   iii. Countertransference
b. Self assessment
c. Self care strategies
d. Organizational responsiveness
Required Readings:

Herman, *Afterward*

Saakvitne & Pearlman, Finish


Knight, Chapter 5, Indirect trauma: An occupational hazard (pp. 56-72).


Recommended Readings:

Campbell, Chapter 1 &2


UNIT IV: ADULT TRAUMA & INTERPERSONAL VIOLENCE (Sessions 8-10)

Content Covered:

a. Overview of Types & Dynamics
   i. Domestic Violence (Partner Abuse)
   ii. Rape and Sexual Violence
b. Effects on Survivors
   i. Post Traumatic Stress Disorder
   ii. Effects on Physical Health
   iii. Interpersonal Effects
c. Intervention Strategies
   i. Crisis Intervention for Immediate Victims
      --Role of Hospitals
      --Shelters
      --Legal Interventions
   ii. Short and Long-term methods
      --Casework
      --Group Work
      --Community

Required Readings:

Herman, Chapt. 2, *Terror*

Herman, Part II, *Stages of Recovery*

Raine, Chapters 1-9 (*plan to finish in the next 3 weeks*)

Continue with Saakvitne & Pearlman *Vicarious Trauma* workbook


**Suggested Readings:**


**UNIT IV: ADULT SURVIVORS OF CHILDHOOD ABUSES (Session 11-14)**

**Content Covered:**

a. Overview of Types and Dynamics
   i. Survivors of Childhood Sexual Abuse

b. Effects on Survivors
   i. Dissociation and Memory Loss
   ii. Trust and the formation of relationships
   iii. Resiliency

c. Intervention Strategies
   i. Individual
   ii. Group
   iii. Community

**Required Readings:**

Herman, Chapt. 3, *Disconnection*

Herman, Part II, *Stages of Recovery* (review)

Continue with Saakvitne & Pearlman *Vicarious Trauma* workbook


Knight, Chapter 2, The Nature of Childhood Trauma (pp 6-25); Chapter 3 The helping relationship in individual work (pp 26-42); Chapter 4, The Helping relationship in group work (pp 43-55).


Recommended Readings:


BIBLIOGRAPHY:


USEFUL RESOURCES:

The New York City Alliance against Sexual Assault http://www.nycagainstrape.org

Safe Horizon http://www.safehorizon.org/

New York City Hotlines & Referral Services

Safe Horizon Rape Crisis/Sexual Abuse Hotline: 212-227-3000


To report child abuse and neglect, The New York State Child Abuse and Maltreatment Register Hotline, 1-800-342-3720 (general public) or 800.635.1552 (mandated reporters).

The New York State Crime Victims Board, 718-923-4325, or 1-800-579-0689, or 1-888-289-9747 (TTY).

National Hotlines and Referral Services

Rape Abuse and Incest National Network: 1-800-656-HOPE (4673)

The National Domestic Violence Hotline: 1-800-799-SAFE (7233) or 1-800-787-3244 (TTY)