Instructor Name: Audrey M. Conn, MSSW, APSW
Class Time: Tuesday and Thursday, 9:30-10:45am
Location: Van Hise, Room 201
Office Hours/Location: By Appointment; School of Social Work Room 320
Contact Information: amconn@wisc.edu or 608.263.1032 (office)

I. Catalog Description
3 cr (S-I). Supportive, supplementary, and substitute child welfare services employed in dealing with the problems of dependent, neglected, delinquent children. Scope, method, problems, trends of the services; child welfare in other countries; sociology of the child welfare worker. P: Soc work/welfare major.

II. Course Overview
The purpose of this course is to examine knowledge of the factors that affect the well-being of children and families and give rise to children who are involved with the child welfare system. Because child welfare services cannot be understood without an awareness of the context within which they have arisen and currently operate, some attention will be paid to policy issues that both support children and families as well as affect whether children and families will become involved in the child welfare system. Information from the social and behavioral sciences will also be examined regarding their contribution to positive or negative outcomes for children and families. Examination of the interaction between macro, mezzo and micro level systems will be given particular emphasis. There will also be a strong focus on traditional public child welfare services – foster care, adoption, child protective services and the effectiveness of these services in protecting children and assisting families. Attention will also be given to the ethical dilemmas inherent in child welfare and concomitant values of the various players in systems that impact child welfare. Throughout the course, discussion of the importance of culturally relevant services is emphasized as well as how discrimination, oppression and economic deprivation contribute to the entrance and exit of the children and families from the child welfare system. This course is an elective course for social work work/welfare majors. It is a required prerequisite course for those students in the BSW Child Welfare Training Program and considered to be a generalist/professional foundation course.

III. Course Competency, Description and Dimensions
The Council on Social Work Education competencies and dimensions required of all BSW and/or MSW accredited programs to be covered in this course are highlighted in the chart found in Appendix A.
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in nine core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. Social Work students will find that this course contributes to their achievement of the core competencies and dimensions highlighted in Appendix A.

IV. Course Content

Week 1: Thursday, September 7  
**Introduction to the Course**
- Review of Syllabus
- Class Expectations and Community Guidelines

Week 2: Tuesday, September 12  
**History of Child Welfare, Poverty, and Other Societal Issues**
- Parameters and Definitions of Child Welfare
- Need for Providing Child Welfare Services
- Advocacy in Child Welfare Services

Required Reading: Crosson-Tower- Chapter 1

Week 2: Thursday, September 14  
**How the Child Welfare System Works and Major Federal Legislation**
- Government Programs to Support Children and Families
- Current Trends and Issues


Week 3: Tuesday, September 19  
**Cultural Diversity and Families in the Child Welfare System**
- Dimensions of Diversity
- Race and Ethnicity in Child Welfare
- The Impact of Culture on Families

Required Reading: Crosson-Tower - Chapter 2

Due: Presentation Topics

Week 3: Thursday, September 21  
**Children and Families in Poverty**
- Demographics, Causes, and Impact of Poverty
- Efforts to Alleviate Poverty
Required Reading: Crosson-Tower-Chapter 3

Week 4: Tuesday, September 26  
*Children and Families in Poverty*  
Video and Class Discussion: *Poor Kids*

Week 4: Thursday, September 28  
*Child Welfare and Policy*  
- Public Policies for Children and Families  
- International Child Welfare Policy and Practice  
Guest Speaker: Julie Davis, Program Associate Senior NCCD Children’s Research Center

Week 5: Tuesday, October 3  
*The Impact of Violence and Addiction on Children*  
- Children and Violence in the Community  
- Violence at Home-Intimate Relationships  
- Children and Parental Substance Abuse  
- Youth and Substance Abuse  
Required Reading: Crosson-Tower-Chapter 4

Week 5: Thursday, October 5  
*Trauma-Sensitive Educational Settings*  
- Collaboration in School Social Work and CPS  
- Interventions in School Settings  
Required Reading: Crosson-Tower-Chapter 6  
Guest Speaker: Jenny Braunginn, MSSW

Week 6: Tuesday, October 10  
*Juvenile Justice and Child Welfare*  
- Disproportionality Minority Confinement  
- History of Juvenile Justice  
- Juvenile Justice Process  
- Trends and Issues in Juvenile Justice  
Required Reading: Crosson-Tower-Chapter 9  
Guest Speaker: Vanessa Statam, MSW  
Neighborhood Intervention Program  
Dane County Department of Human Services

Week 6: Thursday, October 12  
*Child Abuse and Neglect*  
- Historical Development of Child Protective Services  
- Definitions and Incidence of Child Maltreatment  
- Causes and Consequences of Child Maltreatment  
Required Reading: Crosson-Tower-Chapter 7

Week 7: Tuesday, October 17  
*Child Abuse and Neglect Prevention*  
- Prevention of Child Maltreatment  
- Ambiguity of Child Maltreatment  
In-class Discussion and Interactive Case Study
Week 7: Thursday, October 19  
*Small Group Work; Debate Planning*

Week 8: Tuesday, October 24  
*Child Abuse and Neglect*
- The Role of the Caseworker
*Frontline: Failure to Protect*
Video and In-class Discussion

Week 8: Thursday, October 26  
*Racial Disproportionality and Child Welfare*
- Racial Disproportionality and Child Maltreatment
- Disparities in the Child Welfare System
*Required Readings: Dettlaff/Rycraft & Race to Equity Report*
*Due: Critical Thinking and Review of Child Welfare, Social Media, and Pop Culture*

Week 9: Tuesday, October 31  
*Permanency*
- Child Safety, Family Preservation, and Concurrent Planning
- Balance between Child Safety and Family Preservation
- Ethical Decision Making
*Required Reading: Crosson-Tower-Chapter 8*

Week 9: Thursday, November 2  
*Out of Home Care*
- History, Laws, and Policies
- Definitions of Foster Care and Placement Trends
- Federal, State, and County Role in Out-of-Home Care
- Importance of Quality Foster Care
*Required Reading: Crosson-Tower-Chapter 11*

Week 10: Tuesday, November 7  
*Kinship Care*
- Policy and Practice Implications
- Working with Children and Families
- Ethical Dilemmas in Practice
*Video & Class Discussion: Big Mama*

Week 10: Thursday, November 9  
*Impacts of Trauma in Out of Home Care: Grief, Loss, and Separation*
- Trauma Informed Care in Child Welfare

Week 11: Tuesday, November 14  
*Debate/ Group Presentations*
#1___________________
#2___________________
#3___________________
*Due: Reference List, Participation Form, and Feedback Form*
Week 11: Thursday, November 16 **Debate/Group Presentations**

#4 ________________
#5 ________________
#6 ________________

Due: Reference List, Participation Form, and Feedback Form

Week 12: Tuesday, November 21 **Out of Home Care; Residential and Institutional Care**

- Historical Perspective and Current Practice
- Working with Children and Families in Residential Care
- Children Receiving Therapeutic Interventions

Required Reading: Crosson-Tower-Chapter 13

Week 12: Thursday, November 23 NO CLASS

Week 13: Tuesday, November 28 **Out of Home Care**

- Aging Out-of-Care and Independent Living Services
- Outcomes for Children in Out-of-Home Care

Week 13: Thursday, November 30 **Adoption**

- Overview and Types of Adoption
- Postadoption Services

Required Reading: Crosson-Tower-Chapter 12

Week 14: Tuesday, December 5 **Adoption**

- Placement Stability
- Trends in Adoption
- Ethical Dilemmas

Due: *Another Place at the Table* Reaction Paper

Week 14: Thursday, December 7 **Careers in Child Welfare**

- Burnout and Secondary Trauma

Required Reading: Crosson-Tower-Chapter 14

Week 15: Tuesday, December 12 **Final Class**

Course Wrap-Up; Final Evaluations

Due: Self-Evaluation/Participation

V. Text and Reading Materials for the Course

Required Texts:


All other required readings (identified on the course syllabus schedule) are available on CANVAS. Supplemental reading materials, introduced in class, will also be available on CANVAS.

VI. Evaluation: Assignments, Grading and Methods

A. Fun and Interesting Quizzes (40%)
You will have many grades in this class. One of your grades will be based on 9 short-in-class quizzes. The week before each quiz I will give you a handout with learning objectives on what to study to prepare for the next week’s quiz. These quizzes will be primarily on the readings although some class material will also be covered.

Quizzes will be given at the beginning of class. These quizzes will be multiple choice and short answer. There will be no make-up quizzes. We will have no other tests in this class. There will be 10 questions on each quiz. You will be allowed to drop your lowest quiz score. You can earn a possible 40 points on these quizzes. If you must miss class, your zero for that quiz will be the one dropped.

The reason for the weekly quizzes is that research on learning has shown that the more attention students pay to their work, the better their learning. But it is human nature to procrastinate unless there is a direct payoff. A grade on an exam three weeks hence is so far off that many people are not motivated to do the reading. So they don’t, and as a result, many people don’t learn as much as they would if they did study their notes and did the reading. The weekly quizzes are a way to provide you with immediate payoff and to ascertain knowledge gleaned from the readings and class presentations throughout the semester.

B. Critical Thinking and Review of Child Welfare, Social Media, and Pop Culture (20%)
This assignment focuses on the use and influence of social media and pop culture in child welfare practice. Students should select an example of the use of social media and/or pop culture in some aspect of the child welfare system. Students are expected, in 4-5 pages, to explore practice issues in child welfare as portrayed by the source. Using the source, identify and describe one striking ethical dilemma related to social work practice in child welfare. How might you have dealt with this issue as a social worker assigned to work with the child, birth parent, foster/adoptive parent, court system, and other professionals in the field? Students will also describe three or more systemic factors that affected services to the child or family or outcome of the scenario. How might practice have been changed in the absence of these systemic influences? Suggest four or more potential solutions for each systemic factor you identified. Students are also required to discuss how this specific example in the child welfare system does or does not align with what we have been discussing in class (required readings, lecture, etc). Be sure to give specific examples from your source as well as information from course material to support your position. Students are also expected to use four additional academic resources, from outside of class, to support their paper.

The paper will be graded based on the following criteria:
- Concise summary of scenario with identification of relevance to child welfare practice (4 points)
- Identification of an ethical dilemma (with a clear and concise description of the dilemma) from the source and critical discussion of how you would have
approached the situation explaining what you would have done similarly and differently and why (4 points)

- Concise description of a case example and identification of at least 3 systemic factors affecting the situation (4 points)
- Assessment of the impact of the identified systemic factors on the case and two or more solutions for each systemic factor identified; evidence of critical thought and depth (5 points)
- Overall organization and clarity, adherence to formatting instructions, and correct grammar and spelling (3 points)

C. Another Place at the Table Reaction Paper (15%)
This 6-7 page paper is intended to explore practice issues in foster care as portrayed by the author. Students should choose one case example from the book. Using this case, identify and describe one ethical dilemma related to social work practice in out-of-home-care. How might you have dealt with this issue as a social worker assigned to work with the child, birth parent, or foster parent? Students will also choose a different case example from the book and describe systemic factors that affected services to the child or family or outcome of the case. How might practice have been changed in the absence of these systemic influences? Suggest potential solutions for each systemic factor you identified.

The paper will be graded based on the following criteria:

- Identification of an ethical dilemma (with a clear and concise description of the dilemma) from the book and critical discussion of how you would have approached the situation explaining what you would have done similarly and differently and why; evidence of critical thought and depth (5 points)
- Concise description of a case example and identification of at least 2 systemic factors affecting the case; evidence of critical thought and depth (5 points)
- Assessment of the impact of the identified systemic factors on the case and two or more solutions for each systemic factor identified; evidence of critical thought and depth (4 points)
- Overall organization and clarity, adherence to formatting instructions, and correct grammar and spelling (1 point)

D. Debate/ Group Presentation (15%)
Working in groups of 4-6 you will be asked to examine a controversial issue in child welfare. You will study the topic and present multiple sides of the issue including any ethical issues that pertain to the subject. The purpose of this assignment is to give you the opportunity to study a child welfare topic in more depth and to get a chance to work with other students and share perspectives. The instructor will provide you with a list of controversial issues and you must sign up for a topic by the second week of classes. Topics will include issues of social and economic justice, assessment of families and communities, evaluation of interventions, disparate effects on diverse populations, and examination of the impact of diversity in the child welfare system. The goal is to learn new information and represent as fully as possible a view with which you may or may not agree. The instructor is open to entertaining an issue not represented on the list if some group or individual has a topic that they feel would lend itself well to this course.

A reference list of at least 10 solid sources should be turned in at the time of your presentation.
Your group project will be graded on:

- Objective and Summary: clear, succinct, & comprehensive statements introducing issue (4 points)
- Evidence of Knowledge of the Topic: Pertinent selection of facts to support ideas and citation of reliable sources. Use of at least 10 relevant sources. (4 points)
- Discussion Section: Interest/enthusiasm of the topic. Persuasion based on the facts and reasoning. Clear and concise presentations literature directed to the audience (4 points)
- Overall organization, clarity, and creativity: Use of visual aides in presentation, engagement of class, and equal use of time (1 point)
- Reference list in APA format (2 points)

Please note that all class members will be asked to give feedback and all students will be asked to comment on their own participation as well as the participation of others. It is also to be noted that occasionally someone is not able to participate fully in a group project (this does NOT mean that they are a bad person). However, it does mean that they should not get the same grade as those who did participate fully in both the planning and the presentation of the group project. If a student cannot fully participate, they should not get the same grade as those that did participate fully. Group members should indicate that on the group feedback form and the person unable to participate should also. It’s a fairness issue – those that do the work for these projects should get the most credit.

Please also note that I am available for consultation about this project at any point this semester. See me with questions, confusions, problems, insights, etc.

E. Self-Evaluation, Class Participation and Attendance (10%)
Your grade will be based on the following criteria:

- On time for class
- Respectful towards others in the class-Community Guidelines
- Asking questions
- Reflecting on the class content
- Demonstrating a good sense of humor
- Paying close attention

Students are expected to actively participate in the class. Active participation means contributing one's informed opinion, asking questions, responding respectfully to others, being an active contributor in group activities. I highly encourage students to actively participate in class. It is not only good practice for being a citizen of the world and for some of you, a social worker, but it also makes the class more interesting for you and me. We will try very hard to have a class environment where everyone can speak their mind with respect always given to the opinions of others. Please let me know early in the semester if this portion of the grade is problematic for you.

Regular attendance is taken for granted and attendance will be taken. Please let me know if you will be missing class. If you miss a class on the day we take a quiz, you will not have the option to make up that quiz.
Please note: If you are unable to attend class, you need to make sure that you find out what we talked about and take the initiative to get any handouts either from me or other class members. This also includes learning objectives for the quizzes.

Outstanding Participation - Accomplishes all the above items (8-10 points)
Good Participation - Accomplishes most but not all the above items (6-8 points)
Fair Participation - Accomplishes a few of the above items (4-6 points)

You will be asked at the end of the semester to put in writing what you think your participation grade should be and why on all of the above items.

Please let me know if at any point you have suggestions about how to improve the class environment.

Grading
Grades will be earned on the following grade point system – a total of 100 points (100%)
Please note you must complete all the assignments in this class
A     94-100 – outstanding; surpasses expectations in all areas
AB  88-93 – surpasses expectations in most areas
B     82-87 – surpasses expectations in some areas
BC  76-81 – meets expectations in most areas; above in others
C     70-75 - meets expectations in most areas
D     64-69   below expectations in all areas
F      64 & below  fails to meet minimal expectations in all areas, not acceptable work

Quizzes – 9 quizzes (drop one) – 5% each – 40% of grade
Critical Thinking Paper – 20% of grade
Debate - 15% of grade
Book Review- 15% of grade
Participation & Attendance – 10% of grade

Extra Credit (3%) – All or nothing
Sign up for a time to bring to class a newspaper article that within the last two weeks discusses a child welfare issue in the news. I highly recommend The New York Times, Washington Post, Chicago Tribune – a major national source for child welfare (not a blog or op-ed). Local papers are acceptable if the article you have chosen is about a local issue. That is to say, if the article you choose is on national changes to our educational system, don’t use the local paper. The article can be about policy or practice and it can be an article on child wellbeing (e.g. education, health, income) as well as public child welfare services (child protective services, foster care and adoption). Be prepared talk about your article briefly in class. Also turn in a one page paper on the date for which you signed up (along with your article) covering the following items:
1) Briefly what the article was about (2 or 3 sentences)
2) Your reaction to the article
3) How the article connects to this class
4) Ethical issues that the article presents
You must write on all of these points in order to get your 3 points. No partial points will be given.
I am always happy to talk with students about their grades and am willing to review grading as long as students have specific points they want to make. It is helpful if these concerns are expressed in writing before meeting. I am always willing to talk with students about how they may do better in the course and strongly suggest that if you have concerns that you see me as early in the semester as possible.

Criteria for Assignments
Before turning in any assignment, consider if the following criteria are met:

1. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes and paraphrases appropriately identified a clear connection to course ideas/readings. Critical and individual thought is evident.
3. Organization, clarity, logical flow, completed as required.
4. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
5. Has introduction and conclusion, unless otherwise stated.
6. Has depth, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.
8. Completed on time.

General Requirements for Papers:
1. Submit a cover sheet with each paper, that includes your Name, identifies the course (SW462, Conn), and the assignment (for example Reaction Paper).
2. Papers should be double spaced, 12-point Times New Roman font, and standard margins.
3. Papers should be placed in CANVAS prior to class on the due date. You will receive a confirmation e-mail when your paper is successfully downloaded. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received by the time it is due.
4. Assignments are due on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late. You are required to contact the instructor if you will be handing in a paper late, this shows professionalism and responsibility.
5. Adherence to the APA rules for citations is expected. It is your responsibility to understand the rules for book, magazine and on-line source citations. (Recent updates to the APA form can be obtained at http://www.apastyle.org/manual/whats-new.aspx

Note about grading: Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention.
Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing with specific attention to the three points raised above and I will give your appeal my careful attention.

**Expectations**

Students are expected to:

- Attend class weekly and read required materials prior to the lecture class. Please see Section VII of this syllabus for the attendance policy.
- Attend and actively participate in in-class discussion.
- Turn off all cell phone tones during class (set them to vibrate) and to refrain from taking calls, "tweeting", texting, using instant messaging, sending or responding to any social networking or email venues during class, or using the internet for anything other than directed class work. You will be able to check messages during breaks each class session. (If you experience a personal or family crisis, please notify the instructor upon arriving for class or beforehand that you may need to respond to a call during class.)
- Complete all assignments as required.
- Respond to any requests by the instructor to re-write assignments due to deficiencies in the written product, including grammar and or APA style requirements.
- Advocate for yourself and present any questions or concerns to the instructor that may require the instructor to adjust her presentation to enhance learning for all.

The faculty member is expected to:

- Be available to students to answer questions and to respond to student concerns.
- Begin and end classes on time.
- Create a comfortable and open atmosphere conducive to learning.
- Assure that course objectives are met.
- Assure that the classroom and course materials are accessible (per ADA requirements) to all students.

**VII. Course Policies**

**Accommodation of Student Disability**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Disability Resource Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Disability Resource Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text message (608-225-
I will work either directly with you or in coordination with the McBurney Disability Resource Center to identify and provide reasonable instructional accommodations. I want all students to have an excellent learning experience. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Code of Ethics, Professional Conduct & Plagiarism**
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

**Academic Misconduct**
Please note the following definition of academic honesty. “Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student’s own academic efforts. UWS14.03 cites that (among other things) Academic Misconduct Subject to Disciplinary Action includes an “act in which a student seeks to claim credit for the work or efforts of another without authorization or citation”. Examples include, but are not limited to: “cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source, using another person’s ideas, words or research and presenting it as one’s own by not properly crediting the originator, etc.

**Plagiarism**
Plagiarism involves the use of others’ words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as serious ethical breach with possible penalties including: a failing grade on the assignment, failing the class, and/or referral to the Dean of Students Office.

Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:

- Use someone else’s words either verbatim or almost verbatim without citation (even if the work does not have a clear author—for instance in a website)
- Use someone else’s evidence, line of thinking or idea without citation
- Turn in someone else’s work as your own, as in copying a peer’s paper or purchasing a readymade paper
- Turn in previously submitted work as if new, without the instructor’s approval

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Reading Assignments
Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy
All written assignments are to be either typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down four points for each day they are late.

Technology in Class
A minimal level of external distractions is essential to a productive learning environment. The use of laptops/IPads is allowed for the purpose of taking notes. If I feel your use of technology is distracting (to you or to others) you may be asked to refrain from using these devices during class. Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning. Please see the instructor with questions on this policy.

Attendance & Class Participation Policy
Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning of class and I will note your level of participation. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive two per semester. Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure. On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans. Four points will be deducted from your final grade for each unexcused absence incurred; this includes arriving late to class and early departure from class.
Student Behavior Policy
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity.

- Please turn off cell phones before entering the classroom.
- Respect another person’s viewpoint with which you may disagree.
- Respect another student’s right to be heard.
- Read the material and be prepared for class.
- Actively participate in classroom discussion.

If you have a concern that needs to be brought to the class’s attention, please speak with this faculty member.

Note about Consultation & Feedback:
I am available to assist your learning and to discuss any aspect of the course or your work. I welcome feedback and appreciate suggestions for improving this course. I am available at amconn@wisc.edu or you can call me at 608.263.1032. I will do my best to be responsive to your needs.
Appendix A

The Council on Social Work Education employs a “competency-based” framework for its Educational Policy and Accreditation Standards (EPAS). “Competency-based” education is an outcomes approach to curriculum design in which we ensure that students will demonstrate the integration and application of the required competencies in practice. Practice competence consists of nine competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. Table 1 details the nine required competencies (column 1 and 3) for the generalist (BSW/foundation year MSW) and specialist level of practice respectively. The associated behaviors for competency, are detailed in column 2 and 4.

**TABLE 1. Social Work Competencies, Dimensions, and Behaviors**

<table>
<thead>
<tr>
<th>Generalist Practice Year Competency Addressed in Course</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Demonstrate Ethical and Professional Behavior.</td>
<td>Address and evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families. (K,S,V,C &amp; AP)</td>
<td>Week 9, 10, and 14</td>
</tr>
<tr>
<td></td>
<td>Lecture, reading and discussion related to history of child welfare, mission, roles, and responsibilities (K, V, C &amp; AP)</td>
<td>Week 2</td>
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<tr>
<td></td>
<td>Group Debate/Presentation (K,S,V,C &amp; AP)</td>
<td>Page 7-8</td>
</tr>
<tr>
<td></td>
<td>Another Place at the Table Reaction Paper (K, V, C &amp; AP)</td>
<td>Page 7</td>
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<tr>
<td></td>
<td>Video and Class Discussion: Big Mama (K, V, C &amp; A)</td>
<td>Week 10</td>
</tr>
<tr>
<td></td>
<td>Self-Evaluation (V, C &amp; AP)</td>
<td>Page 8</td>
</tr>
<tr>
<td>2.1.2 Engage Diversity and Difference in Practice</td>
<td>Lecture, reading and discussion related to dimensions of diversity and the intersectionality of multiple factors affecting the</td>
<td>Week 3, 6, and 8</td>
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<td>Social workers understand how diversity and</td>
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difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Reading, discussion, video, small group activities exploring dimensions of diversity and the intersectionality of multiple factors related to:
- Child Maltreatment (K, S, C & AP)
- Dimensions of Diversity (K, S, C &AP)
- Out-of-Home Care (K, S)
- Trauma, Grief, Loss, and Separation (K, C & AP)
- Disproportionality in Child Welfare (K, V, S)
- Substance misuse and dependence (K, V, S, C & AP).

Group Debate/Presentation (K,S,V,C & AP)

Another Place at the Table Reaction Paper (K, V, C & AP)

Critical Thinking and Review of Child Welfare, Social Media, and Pop Culture (K, V, C & AP)

Video and Class Discussion: Big Mama (K, V, C & AP)

Week 6 & 8

Week 3 & 6

Week 9, 12-14

Week 5 & 10

Week 3 & 6

Week 5

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Week 10

2.1.5 Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers

Apply knowledge of social services, policies and programs relevant to the area of children, youth, and families. (K, V, C & AP)

Reading, lecture, and guest speaker on micro, mezzo, and macro practice in international child welfare (K)

Group Debate/Presentation (K,S,V,C & AP)

Week 2, 4, and 6

Week 4

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understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes