School of Social Work
1350 University Avenue
Madison, WI 53706

SW656 Family Practice in Foster and Kinship Care
Spring 2017

Instructor: Alice Egan, MSSW, APSW
Class: Tuesday, 6:00pm-8:00pm; Room 106
Office: School of Social Work, Room 220
Phone: 608.575.3937 (cell)
Office Hours: By appointment
Email: abpearson@wisc.edu

I. Catalogue Description
Social welfare issues from national and local perspective, research, and foster care practice.

II. Course Overview
SW656 focuses on advanced social work practice issues and roles at all levels in regard to the unique multi-family, multi-system circumstances of out-of-home care placement of children. It assesses family foster care, formal kinship care, and adoption at national, state and local levels, reviewing trends, issues, policy, law, research and practitioner and consumer experiences to assist the student to develop ethical and effective approaches for professional social work. SW656 emphasizes social work values-based, respectful, effective, and empowering practice with, and on behalf of, the parties involved in these child welfare services. Its content on separation and loss, placing practices and visit design, multi-family contracting, significance of biological family ties, parent associations and community/agency interventions on behalf of families is applicable for other children’s services and situations. SW656 meets the Advanced Practice requirement of the Children, Youth & Families Concentration and is required for Title IV-E traineeship recipients in the Advanced Year.

The course uses lecture, discussion, case illustration, presentation, guest interviews and media, to study family foster care, kinship care, and adoption in depth, to compare recommended practice with current practice, and to develop a framework for professional social work practice.

III. Course Competencies & Practice Behaviors & Assignments
Your successful completion of this course means that you will have progressed toward achieving social work competencies in advanced direct practice by demonstrating the following behaviors:

<table>
<thead>
<tr>
<th>Advanced Practice Competencies Addressed In Course</th>
<th>Practice Behaviors Addressed In Course</th>
<th>Assignment(S) Measuring Behavior</th>
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</thead>
<tbody>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1) Collaborating with and articulating the mission of social work to others, (e.g., interdisciplinary team members, volunteers, the broader community,</td>
<td>1) Stakeholder Evaluation; Reaction Paper; Analysis of Current Topic in Out-</td>
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<tr>
<th>(Competency 2.1.1)</th>
<th>news media, political leaders</th>
<th>of-Home-Care/Best Practice Paper and Presentation; Online group discussion</th>
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| Apply critical thinking to inform and communicate professional judgments. (Competency 2.1.3) | 1) Identifying and synthesizing multiple sources of knowledge to understand policy and practice issues related to the children, youth and families area.  
2) Identifying and evaluating models of assessment, prevention, intervention, and evaluation that are appropriate to the children, youth and families area. | 1) Stakeholder Evaluation; Reaction Paper; Analysis of Current Topic in Out-of-Home-Care/Best Practice Presentation  
2) Stakeholder Evaluation; Reaction Paper; Analysis of Current Topic in Out-of-Home-Care/Best Practice Paper and Presentation; Online Group Discussion |
| Engage in research-informed practice and practice-informed research. (Competency 2.1.6) | 1) Demonstrating ability to evaluate practice in children, youth and families  
2) Critically evaluating and utilizing theoretical and empirical research relevant to the problems and/or population addressed in children, youth and families | 1) Stakeholder Evaluation; Reaction Paper; Analysis of Current Topic in Out-of-Home-Care/Best Practice Presentation  
2) Stakeholder Evaluation; Reaction Paper; Analysis of Current Topic in Out-of-Home-Care/Best Practice Paper and Presentation |
| Assess individuals, families, groups, organizations, and communities. (Competency 2.1.10b) | 1) Assessing individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcome related to the children, youth and families area. | 1) Stakeholder Evaluation; Reaction Paper; Analysis of Current Topic in Out-of-Home-Care/Best Practice Paper and Presentation |

**IV. Course Content**

**Week 1: January 17, 2017**

- *Introduction to SW656, Syllabus, and Course Expectations*
- *Introduction to the History of Child Welfare and Out-of-Home-Care in the United States*
- *History of Child Placing*
Required Readings:
- Reimer, Daniela. “Everything was strange and different’. Young adults’ recollections of the transition into foster care.” Adoption & Fostering, 34(2) 2010, 14-22.
- "The Orphan Trains. American Experience, PBS. [To watch this video go to https://www.kanopystreaming.com/wayf/product/orphan-trains and type “University of Wisconsin – Madison” into the institution search window. You will then be asked to login with your UW Net ID and password].

Week 2: January 24, 2017
- Social Work Role in Foster Care, Kinship Care, and Adoption (purpose, structure, and processes)
- Types of Out-of-Home Care Placements
- What constitutes permanency?
- Concurrent Planning
- Foster Care Legislation

Required Readings:

Supplemental Reading:
Week 3: January 31, 2017

- Current Trends in Out-of-Home Care-State, National & International
- Legal Issues in Out-of-Home-Care
- Foster Care/Kinship Licensing/Group Home & Residential Treatment

Guest Speaker: Amanda Zuehlke, MSW, APSW, FamilyWorks

Required Readings:
- State of Wisconsin Foster Parent Handbook – Read Welcome, Chapter 1 (Foster Care Overview), and Chapter 2 (Expectations of Foster Parents).

Supplemental Reading:

Week 4: February 7, 2017

- Separation, Loss and Grief in Child Welfare

Required Readings:
- Folman, Rosalind D. “’I was token.’: How children experience removal from their parents preliminary to placement into foster care.” Adoption Quarterly, 2(2), 1998, 7-35.
- State of Wisconsin Foster Parent Handbook – Read Chapter 3 (Caring for Children in Foster Care), Chapter 4 (Developing and Maintaining Family Connections), Chapter 5 (Foster Family Self Care), and Appendix.

Week 5: February 14, 2017

- Foster, Kin, and Adoptive Families (Organizations, Agency Services and Relationships)
- Recruitment and Retention
- Agency Services to Children and Families-Ideal and Actual Worker Roles
  - Due: Impact and Barriers of Code on Stakeholders Evaluation

Required Readings:

**Supplemental Readings:**

**Week 6: February 21, 2017**
- *Race, Ethnicity, Class, and Culture*
- *Culturally Competent Practice and Multicultural Perspective*

**Required Readings:**

**Supplemental Reading:**

**Week 7: February 8, 2017**
- *Youth and Siblings in Out of Home Care*

**Required Readings:**

**Supplemental Reading:**
Week 8: March 7, 2017
• Kinship Care
• Biological Parent and Family

Required Readings:

Supplemental Readings:

Week 9: March 14, 2017
• Independent Living Skills (ILS) - Trends & Issues

Due: Another Place at the Table Reaction Paper

Guest Speakers: Marybeth Wilk & Colleen Alvey, Dane County Human Services

Required Readings:

Supplemental Readings:

**March 21 2017**
No Class-Enjoy Spring Break 😊

**Week 10: March 28, 2017**
- LGBTQ Youth and Families

**Guest Speaker: June Paul, MSW**

**Required Reading:**

**Supplemental Readings:**

**Week 11: April 4, 2017**
- Adoption Practice Issues
- Openness in Out-of-Home Care
- Working with Children, Birth Families and Foster/Adoptive Families

**Required Readings:**

**Supplemental Readings:**
- FOCUS, Newsletter of the Foster Family-based Treatment Association, Fall 2010. 16(3).

**Week 12: April 11, 2017**
- *Youth in Out-of-Home Care*

**Guest Panel: Former Foster Youth**

**Required Readings:**

**Week 13: April 18, 2017**
- *Adoption Identity and Developmental Stages*
- *Attachment and Bonding: Institutional Care*

**Required Readings:**

**Week 14: April 25, 2017**
- *Special Issues in Foster Care & Kinship Care*
- *Practice Issues for Foster Care & Kinship Care*
- *Placement Stability, Permanence, and Best Practice*
- *Post Adoption Services*
Guest Speaker: Clinical Professor Audrey Conn, MSW, APSW, Interim Field Director

Required Readings:


Supplemental Readings:


Week 15: May 2, 2017

- Course Wrap-Up & Evaluation
- Presentations

✔ Paper and Poster Presentation: Analysis of Current Topic or Best Practice in Out of Home Care

V. Texts and Reading Materials for the Course

Required:

Additional readings are available through the Learn@UW site. Periodically, I will post additional articles to the course website—these readings will be recommended rather than required. Other course material (e.g., handouts, further instructions on course assignments, etc.) will be posted to the course website. It is essential that you check the course website frequently for both required and recommended course material.

Throughout the semester we will incorporate media reports on out-of-home-care. We will review these samples of media reports. Students are encouraged to share articles and news reports they have found pertaining to the designated week’s topics. The class will discuss how these portrayals do and do not match up with what we have learned.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

The assignments for SW656 offer some flexibility so that each student can focus their coursework on topics of personal and/or professional interest. However, the issues covered in every week of class are likely to be relevant across interest areas, and students are expected to read weekly material ahead of time, come to class with questions and comments, and participate in class discussions.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Impact &amp; Barriers of Code on Stakeholders Evaluation</td>
<td>25 points</td>
</tr>
<tr>
<td>Another Place at the Table Reaction Paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Analysis of Best Practice Poster Presentation</td>
<td>35 points</td>
</tr>
<tr>
<td>Class Participation (including self evaluation AND group discussion on LEARN@UW)</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Points earned on each assignment and your final grade will be assigned as follows:

**Grading Scale:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding work, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimal requirements in all areas, unacceptable work</td>
</tr>
</tbody>
</table>

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), (3) your ability to demonstrate critical thinking, and (4) your level of effort and engagement with the course and assigned material. If there is something about an assignment that is unclear to you, it is your responsibility 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 four points raised above and I will give your appeal my careful attention.

Assignments:

1. **Impact and Barriers of Code on Stakeholders**

   Please note: A copy of *Administrative Code DCF 56 Foster Home Care for Children* can be found at [http://docs.legis.wisconsin.gov/code/admin_code/dcf/021_099/56.pdf](http://docs.legis.wisconsin.gov/code/admin_code/dcf/021_099/56.pdf)

   Administrative Codes (rules) are written by the Wisconsin Department of Children and Families and must be submitted to the Wisconsin State Legislature for approval. Most often, there are statutory requirements that direct the Department to create administrative rules. Rules governing foster care may affect different stakeholders in different ways. Students are asked to choose a specific aspect of the code and consider critically how that portion of the code may affect various stakeholders. Examples of stakeholders include children in foster care, children’s families, kinship providers, foster families, case managers, licensing specialists, private foster care agencies, county directors, the State of WI, and others.

   Select two populations (stakeholders) to consider. You may not consider a population where you are currently a member or were previously a member. For example, if you were previously a child in foster care do not select this population. This exercise is intended to evaluate the potential impact on others. Do not include your own personal and professional experiences. Give specific examples of the ways the code could impact stakeholders. These may be positive, negative, or both.

   Papers should be written in a clear, concise, and professional in nature. The paper should be no more than 4 pages long. When referencing a specific aspect, cite the part of the code you are referring to [for example: 56:09 (1m)] and include the page number(s) if you are addressing multiple aspects. Be sure to discuss how that portion of the code impacts the stakeholder. An APA citation is not required for this paper.

   An undergraduate and graduate grading rubric for this assignment is available on Learn@UW.

2. **Another Place at the Table Reaction Paper**

   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 striking 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.
An undergraduate and graduate grading rubric for this assignment is available on Learn@UW.

3. Paper & Poster Presentation: Analysis of Current Topic or Best Practice in Out-of-Home-Care

This 6-8 page paper should evaluate how well foster care, kinship care, or adoption practice, or some specific aspect of these contexts, is working. Papers should pursue a question rather than prove a conclusion or preconceived notion.

Evidence must be given to support your statements/findings. It is expected that a minimum of eight references will be used; five of which must be resources outside of what is already being used in the course. Look to empirical research. Interviews may be used, but not extensively. An exception is made if you interview an expert on your topic. Expect that your interviewee may be contacted by the faculty member to verify information. Interviews should be cited within the text of your paper. Please provide a phone number or email address along with your citation.

Your own professional experiences may only be used minimally and anecdotally. You must identify the relevance and importance of your chosen topic related to social work practice and policy. Go beyond your own professional or agency experience. It is expected that student’s work will also include a macro level focus throughout the paper. You must identify an ethical dilemma related to your topic and provide support of how it can be addressed within practice and/or policy. Students are also expected to identify two areas of federal and state legislation that impacts or influences the identified area of practice and provide support for their findings. Give your specific ideas, a minimum of five recommendations (in addition to your recommendation addressing potential ethical dilemmas) on how to help your identified topic work better. Be sure to provide clear and specific support and justification for these ideas.

Papers shall not exceed maximum of ten pages and must be in APA format. A high quality paper will show evidence of in-depth critical thinking, as well as a high level of knowledge and understanding of the practice or topic selected.

On the final day of the course, students will present their findings to one another in a professional poster presentation. The poster presentation will include a poster as well as a 2-3 minute prepared talk about the key content. This is a graded component of your final grade for this assignment and is included in the grading rubric. Posters should include a title, and be large enough to accommodate the key sections of the information found in your paper. To create a visually appealing and effective poster, students should allow ample space for text and for space in between text boxes/topics. Students can find professional poster examples and tips at the following:

http://nau.edu/Undergraduate-Research/Poster-Presentation-Tips/

http://ugs.utexas.edu/our/poster/review

https://harrisresearch.tcu.edu/student-research/research-symposium/poster-samples/

A grading rubric for this assignment is available on Learn@UW.
4. Class Participation

Active participation in class is **required**. Active participation consists of having completed readings and other assignments, the ability to integrate social work concepts with experiences AND the ability to engage fully in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues). It also includes arriving to class on time and remaining present for the duration of the class. This includes attentive non-verbal behavior and offering comments relevant to course dialogue. It also includes be respectful towards others in the class (not talking nor whispering while others are talking). This indicates to others that you appreciate their point of view even if you do not agree with it. Participation can be challenging for some students. Please see me EARLY in the semester if you need any assistance in this or any other areas. I will try very hard to create a comfortable and open class where everyone feels comfortable speaking their mind and respects the opinions of others.

**Throughout the semester, the instructor will post four group discussion questions on LEARN@UW. Students will need to respond to at least three of the group discussion questions with at least one thoughtful, professional and concise answer or response, either to the original question or to a classmate’s contribution.**

Students may evaluation their own participation for this portion of the grade. An undergraduate and graduate self-evaluation form is available on Learn@UW. Completing this form is **optional**. You only need to submit a self-evaluation if you want to have input on your participation grade.

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 (SW656, Egan), 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 the Learn@UW Dropbox prior to class on the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the dropbox. 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 in the dropbox 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](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.

**VII. Course Policies**

**Code of Ethics, Student Rights and Responsibilities & Plagiarism**
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, 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, in the field 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

Technology Policy
A minimal level of external distractions is essential to a productive learning environment. Cellphones, smart phones, iPods, iPads, laptops and any other electronic devices are not to be used during class except in unusual circumstances and with the consent of the instructor. Failure to comply with this policy will impact the participation grade for students.

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 three points for each day they are late.

Accommodation of Student Disability
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all students to have an excellent learning experience. Students who are requesting an accommodation due to a disability are expected to inform the instructor and provide verification (e.g., from the McBurney Disability
Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined.

Student Professionalism:
In order to learn, we must be open to the views of everyone in the classroom. Each and every voice is important and brings with it a wealth of experiences, values and beliefs. 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 additional expectations of student professionalism.

- Be on time to class each week, and stay for the duration of the class. Utilize breaks so that there is no need to disrupt class time.
- Respect another person’s viewpoint with which you may disagree, and respect each student’s right to be heard in the classroom.
- Demonstrate a capacity to embrace diversity and difference.
- Actively participate in classroom discussion.
- Refrain from technology use during class.
- Write email correspondence with the instructor in a manner that is respectful and timely.
- If you miss class, obtain class materials and other notes from a classmate.
- If you have any concerns with the course, contact the instructor promptly.

Attendance Policy:
This course is highly interactive and attendance is required. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester. Arriving late to class or leaving class early, without prior approval from the instructor, will result in an unexcused absence. Two points will be deducted from your participation grade for each unexcused absence incurred.

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 abpearson@wisc.edu or by cell phone at 608-575-3937. I will do my best to be responsive to your needs.