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 Competencies and Practice Behaviors

Successful completion of this course implies that students will have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors.

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
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| **2.1.2 Apply social work ethical principles to guide professional practice.** | *Recognize and manage personal values in a way that allows professional values to guide practice.*
*Tolerate ambiguity in resolving ethical conflicts.*
*Apply strategies of ethical reasoning to arrive at principled decisions.* | Papers, Debates |
| 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. | | |
| **2.1.3 Apply critical thinking to inform and communicate professional judgments.** | *Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.*
*Analyze models of assessment, prevention, intervention, and evaluation.* | Quizzes, Papers, Debates |
| 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. | | |
| **2.1.4 Engage diversity and difference in practice.** | *Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.*
*Recognize and communicate an understanding of the importance of difference in shaping life experiences.* | Quizzes, Papers, Debates |
| 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. | | |
| 2.1.5 Advance human rights and social and economic justice. | *Understand the mechanisms of oppression and discrimination.  
*Advocate for human rights and social & economic justice.  
*Engage in practices that advance social and economic justice. | Quizzes  
Papers  
Debates |
|---|---|---|
| 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. | *Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
*Critique and apply knowledge to understand person and environment. | Quizzes  
Papers  
Debates |
| 2.1.7 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. | *Assess client strengths and limitations.  
*Critically analyze, monitor, and evaluate interventions. | Papers  
Debates |
| 2.1.10. (b) Assess 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. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. |  |  

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IV. Course Content/Outline

January 22
Introduction to the Course
Review of syllabus, Class expectations
Parameters and definitions of child welfare

January 29
History of Child Welfare and Families Today
History of Child Welfare
Cultural diversity and families in the child welfare system
Assignment: Downs - Chapter 1

February 5
Poverty and Other Societal Problems of Families
Poverty programs in the US
The ethics of child and family services in the United States
Consequences of poverty for families and children
Assignment: Downs - Chapter 2

February 12
Child Abuse and Neglect Prevention
Prevention of child maltreatment
Ambiguity of child maltreatment
Assignment: Downs - Chapter 3

February 19
Child Abuse and Neglect
Definitions and incidence of child maltreatment
Causes of child maltreatment
Child Protective Services Process
Assignment: Downs - Chapter Chapters 4 and 6

February 26
Juvenile Justice and Child Welfare
History of Juvenile Justice
Juvenile Justice Process
Trends and Issues in Juvenile Justice
Assignment: Downs - Chapter 11
Paper Due

March 5
Racial Disproportionality and Child Welfare
Racial disproportionality and child maltreatment
Disproportionate Minority Confinement
Assignment: Read Dettlaff & Rycraft and Piquero articles

March 12
Field Trip
Juvenile Reception Center and Juvenile Detention
City-County Building, Room 200
210 Martin Luther King Blvd
Madison, WI 53703
Be at the Front Doors at 10:15
March 19  **Out of Home Care - Foster Care**
Definitions of out of home care and foster care
Importance of quality foster care
Working in foster care
Outcomes for children in out of home care
**Assignment** Downs - Chapter 8

March 26  **Permanency**
Balance between child safety and family preservation
Kinship Care
Concurrent planning
**Assignment:** Read Downs - Chapter 7 and 9

April 2  **Spring Break**

April 9  **Adoption**
History of adoption
Categorization of adoptions
Impact on children and families of adoption
Transracial Adoption
Evaluation of Adoptive parents
Federal and State guidelines regarding special needs adoption
**Assignment:** Downs - Chapter 10
**Guest Lecture:** Audrey Conn, MSSW

April 16  **Group Presentations**
#1 ______________________
#2 ______________________

April 23  **Group Presentations**
#3 ______________________
#4 ______________________

April 30  **Foster Care and Adoption**
**Guest Speaker:** Mia Croyle
**Book Review Paper Due**

May 7  **Final Class**
Final Evaluations,
Careers in Child Welfare
Burnout and Secondary Trauma
**Assignment:** Chapter 12
V. Text and Reading Materials for the course

Required Text
   Please note that you should be working out of this edition, not an earlier one.

Readings

VI. Evaluation of Competencies and Practice Behaviors: 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. I am looking for evidence that you have reviewed your notes from the previous class and that you have read and studied the reading assignment for the coming class period. If your quizzes indicate you have, you will earn 5 points or 100% on that quiz. If your answers indicate that you have given your notes and the reading something less than your full attention, your grade will be correspondingly less. There will be 10 questions on each quiz.

There will be 9 quizzes. You will be allowed to drop your lowest quiz score, so 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. So 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.

If you do the reading, review your notes prior to class and take the quiz 1) you get points added to your semester total; 2) you learn better than if you didn’t do the reading or note reviewing 3) we will have better and more interesting class discussions. (Helgelund, 2000). There will be no make-up quizzes. We will have no other tests in this class.
Another assignment for this class is to write a short paper 5-7 pages in length reviewing a research article related to child welfare. THIS ARTICLE MUST COME FROM A SOCIAL SCIENCE JOURNAL (preferably Social Work) and should be an article published since 2004. I highly recommend Child Welfare which contains generally up-to-date and informative articles about both policy and practice in the world of child welfare. Other possible journals would be Social Work, Social Science Review, Children and Youth Services Review, Child and Adolescent Social Work Journal, etc. This paper should consist of a summary of the article you have chosen, your reaction to the article and a section on how the article connects to similar issues raised in your text, articles read for class and class discussion. Think about using the extensive reference lists at the end of each chapter as possible sources for your articles. The summary should consist of the major points made in the article and a summary should always be in your own words. Your reaction section should include not only whether you agree or don’t agree with the major points of the article but also why; that is, you should explain the reasons for your reaction.

It is important to try and fully develop a few thoughts by referencing parts of the article and giving examples you know about that connect to your reaction. You do not need to critique the research done in the article unless it affects your reaction but the focus of the paper should not be primarily a critique of the research written about in the article. When you connect the issues raised in the article to issues in your text you will want to indicate to what extent the article either amplifies on information we have examined, is an example of something in your textbook, or provides an alternative viewpoint to something in your textbook. Any information that you use from articles or Crosson-Tower needs to be cited with page numbers.

Your paper has three parts, a summary, a reaction, and an integration of the text, articles and class discussion. The summary would ordinarily be approximately 2 pages, and the reaction and integration of the text, articles, and class discussion 2 pages each. You will be asked to turn in the name of the article you are writing on 2 weeks before it is due. You are also required to turn in a copy of the article with your paper. This includes the reference page(s) of the article. Please note this paper is due at the beginning of class on the assigned day. This paper may not be sent by e-mail attachment. You will lose 1 points for each class day it is late. Also note that papers should adhere to APA guidelines (6th edition) for citations. You may not use a paper that you are writing or have written for another class.

This paper will be graded on the following criteria:
- Three parts-included
- Summary- in own words
- Reaction -reflects understanding of the article
- Appropriate integration of text content
- Clarity (might want to get someone else to read it)
- Spelling, Punctuation, Grammar

Please note that page one of your papers is not your cover page – it is the first page that has content on it. Do number your pages.
C. Book Review Paper (15%)
This assignment allows you to choose a novel or memoir relating to Child Welfare and write a critical review of the book. The paper will be between 5 and 10 pages. You will need to identify, summarize and evaluate the ideas presented by the author and relate the content of the book to the course. Your review of the book must go beyond your “gut reaction” or feelings to the book and be based on your knowledge of the topic through course readings, lectures, and discussion. The paper must contain the following parts: A summary, a critical review, connection to course material and personal reaction. I will provide you with a list of suggested books but you may also select your own with instructor consent. I will also provide a list of critical thinking questions to be addressed in the paper.

Please note this paper is due at the beginning of class on the assigned day. This paper may not be sent by e-mail attachment. You will lose 1 point for each class day it is late. Also note that papers should adhere to APA guidelines (6th edition) for citations. You may not use a paper that you are writing or have written for another class.

This paper will be graded on the following criteria:
- Four parts-included. Did you follow the assignment?
- Summary- in own words
- Review- thoughtful, complex understanding of book, and ideas. I am looking for critical thinking not just criticism.
- Appropriate integration of course content
- Clarity (might want to get someone else to read it)
- Spelling, Punctuation, Grammar

D. Application of Critical Thinking Debates (20%)
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 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 s/he feels 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:
- Ability to convey multiple sides of the issue.
- Use of facts to support your ideas and citation of sources
- Use of visual aids in your presentation
- Demonstration of the extent to which group members became knowledgeable about the topic
Organization of the presentation
Equal use of time – everyone needs to participate as equally as possible – both in the preparation of the project as well as active participation in the debate
Reference list of 10 solid sources given to instructor on day of presentation

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 s/he is a bad person). However, it does mean that s/he 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, s/he 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. Class Participation and Attendance (10%)

Your grade will be based on the following criteria:

- On time for class
- Respectful towards others in the class (not talking nor whispering while others are talking), indicating to others that you appreciate their point of view even if you do not agree with it.
- 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)
Good Participation - Accomplishes most but not all the above items (6-8)
Fair Participation - Accomplishes a few of the above items (4-6)
Please let me know if at any point you have suggestions about how to improve the class environment. 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.

**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 (but of course you will want to because they will all be interesting and fun!)

- **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

**Paper** – 15% of grade

**Debate** - 20% of grade

**Book Review** - 15% of grade

**Part & Att** – 10% of grade

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**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.

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.

Student Accommodations:
Students who are requesting an accommodation due to a disability are expected to inform the faculty 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.