I. Catalog Description

Implications of knowledge from the social and behavioral sciences and public welfare policy on child welfare problems and services.

II. Course Overview

This course is a policy and services course within the Child, Youth and Family Welfare focus area. This course is primarily for graduate students in social work and related human service professionals. It is a required course for the IV-E Child Welfare Training students. The purpose of this course is to provide students with a fundamental understanding of national, state and local child welfare policies and to examine how these policies affect and inform child welfare programs and how social events and knowledge from the social and behavioral sciences inform child welfare.

Students will develop skills for assessing the strengths and weaknesses of these services and policies, for identifying, analyzing and evaluating their intersections, and for understanding their effects on children, youth and families. Particular attention will be paid to the ways in which involvement in multiple service systems may affect children, youth and families, as well as innovations in policies and programs to serve families with multiple needs. The course primarily focuses on the U.S. but policies and services affecting children and families will also be identified and analyzed.
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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<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice.</td>
<td>Evaluate ethical dilemmas related to problems and issues in the children, youth and families area.</td>
<td>Critical Analysis Papers, DeShaney Assignment and Discussion, Class Discussion, Extra Credit</td>
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<td><strong>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.</strong></td>
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| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | **• Identifying and synthesizing multiple sources of knowledge to understand policy and practice issues related to children, youth and families.**
**• Identifying and evaluating models of assessment, prevention, intervention, and evaluation that is appropriate to children, youth, and families** | Critical Analysis Papers, Class Discussion, Group Presentation, DeShaney Assignment, Final Quiz |
<p>| <strong>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.</strong> | | |
| 2.1.4 Engage diversity and difference in practice. | Demonstrating an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions relevant to children, youth, and families. | Critical Analysis Papers, Class Discussion, Group Presentation |
| <strong>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.</strong> | | |</p>
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<th>2.1.5 Advance human rights and social and economic justice.</th>
<th>Appraising how mechanisms of oppression and discrimination impact various groups and outcomes relevant to children, youth, and families</th>
<th>Critical Analysis Papers</th>
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<tr>
<td>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.</td>
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<td>Class Discussion</td>
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<td>2.1.6 Engage in research-informed practice and practice-informed research</td>
<td>Critically evaluating and utilizing theoretical and empirical research relevant to the problems and/or populations addressed in the children, youth, and families area</td>
<td>Group Presentation</td>
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<td>Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</td>
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<td>Extra Credit Assignment</td>
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<td>2.1.9 Respond to contexts that shape practice</td>
<td>Assessing the impact of historical and contemporary contexts on practice and policy in the children, youth and families area</td>
<td>Class Discussion</td>
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<td>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</td>
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<td>Group Presentation</td>
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<td>Extra Credit Assignment</td>
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<td>DeShaney Assignment</td>
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IV. Course Content/Outline

September 4  Introduction to the Course
          Review of syllabus & Class expectations
          Parameters of Course

September 11  National Child Welfare Policy
               History of Child Welfare Policy
               Readings: Pecora Chapter 2

September 18  The Indian Child Welfare Act and WICWA
               Guest Speaker: Heather Halonie, Training Manager for
               the Intertribal Child Welfare Training Partnership
               Welfare perspective on disproportionality in child welfare.

September 25  Prevention in Child Welfare
               Prevention Policy and Services
               Guest Speaker: Dr. Kristi Shook-Slack
               Readings: Klevens, J. Barnett, S.B.L., Florence, C. & Moore,
               D. (2014) Exploring policies for the reduction of child physical
               abuse and neglect.
               Due: Critical Analysis Paper #1

October 2    The DeShaney Case; Child Welfare Policy and Practice in
              Action
              Press of Kansas.
              Due: DeShaney notes

October 9    Racial Disproportionality in Child and Family Welfare
              Systems
              Readings:
              1. Drake, B., Jolley, J.M., Lanier, P., Fluke, Barth, R.P.,
              comparison of competing explanations using national data.
              127, 471- 478
              Bender, R. (2013) Individual and systemic/structural bias in
              child welfare decision making: Implications for children and
              families of color.
              racial disproportionality in child protective services case
              decisions
October 16  School Policy Issues
Guest Speaker: Nic Dibble, Department of Public Instruction
Readings:


Due: Critical Analysis Paper #2

October 23  Work on Group Presentations

October 30  Out of Home Care
Foster Care Policy, Kinship Care, Permanency Planning, Fostering Connections
Guest Speaker: Jonelle Brom, out of home care section manager, DCF
Readings: Pecora, Chapter 8, Living in the Margins

November 6  Juvenile Justice Policy and Services
Guest Speaker: Jim Moeser, Wisconsin Council on Children and Families
Readings: Steinberg, Wisconsin Council on Children and Families, National Juvenile Justice Network Fact Sheet and Scott, E. S. & Steinberg
Due: Critical Analysis Paper #3

November 13  Foster Youth and Emerging Adults Policy and Services
Guest Speakers: Chris Lenske, DCF and Former Foster Youth
Pecora, Chapter 9

November 20  Group Presentation #1
Group Presentation #2
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<th>Date</th>
<th>Event</th>
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<tr>
<td>November 27</td>
<td>Thanksgiving Break</td>
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<td>December 4</td>
<td>Group Presentation #3</td>
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<td>Group Presentation #4</td>
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<td>December 11</td>
<td>Final Class</td>
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<td>Test: Policy Quiz</td>
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<td>Final Evaluations</td>
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V. Text and Reading Materials for the course

Required Text

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

Grading Scale and Standards

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

Papers - 45%  
Group - 25%  
Participation - 15%  
Federal Policy Quiz - 10%  
Deshaney Paper 5%

Extra Credit (3%) – All or nothing

Assignments
A. Three Critical Analysis Papers (45%)  
Due, 9/25 (10%), 10/16 (15%), 11/6(20%) 3 short critical analysis papers are required during the semester (6-8 pages).

Each paper should examine one of the major national policy areas impacting child welfare practice (both macro and micro), school social work, juvenile justice, or other major policies related to Children, Youth and Families. The assignment is to find an article from an academic journal that relates to a policy area you are interested in and critically examine how this policy impact practice. Your article should be dated no earlier than 2003. You will summarize and critique each article. The overall objective is to critically examine how this policy impacts child
The major national policies are CAPTA, MEPA, ICWA, ASFA, AACWA, John F. Chafee FC Independent Living Program, PWORA, Fostering Connections to Success and Increasing Adoptions Act, Individuals with Disabilities Education Improvement Act of 2004, ESEA/ No Child Left Behind, or any other national policy that is relevant to child and family welfare. If the policy you choose is not on this list, request instructor pre-approval to make sure the policy fits the course objectives.

1) If you have any question as to whether your paper is an academic article, please ask me ahead of time. Academic articles are from universities and generally have a research study embedded in it. Both quantitative and qualitative articles are acceptable. You may also use a conceptual article as long as its origin is again, academic. Your article need not come from a social work journal although your task of relating your policy to the child and family welfare system will be easier.

2) You should summarize your article (1-2 pages). Please note that “to summarize” means to put in your own words. It does not mean to paraphrase or to quote. If you absolutely must paraphrase or quote in a particular place, you must cite with page number and if it’s a quote, you must use quotation marks. The summary should briefly state the author’s purpose in writing the piece (what s/he was trying to do) and highlight the key points made by the author.

3) You should discuss how this policy directly impacts practice. (2-3 pages) e.g. what is the impact of MEPA on children in foster care? You are welcome to use examples from your field placement and I encourage you to think about organizational and community variables as well as worker practice. Think generalist practice!

4) You should then discuss whether this policy impacts, or may impact, children and families of color differentially and/or GLBTQ families and children. (This should be at least two pages.)(You may have to do a little independent thinking here if the issue is not covered in the article.)

5) You should have one paragraph on whether this policy is primarily one of prevention or intervention (or some of both) and why. What do you think this policy intends to do?

6) You should turn in the article with the paper. Please put a cover page on your paper, use page numbers, use APA style, and make sure your paper is stapled or clamped together.

7) Make sure your paper is free of grammatical, structural and proofreading errors. Papers will be graded on:
   - Adherence to the assignment - all parts sufficiently represented
   - Relevance of article selected to the assignment
-- Realistic and well thought out discussion of policy impact
- Structurally sound

B. Group Project (25% of Grade)

Working in groups of 5-6, (you will be assigned to a group) you will examine another country's child and family welfare policies, their impact on practice in that country and compare/contrast the policies/practices with the United States. Discuss whether the child and family welfare policy can be considered intervention or prevention or both. Try and limit your presentation to one major policy of that country. It is strongly suggested that you pick a country about which you can find information. The Scandinavian countries (Sweden, Finland, Denmark) all have policies that present a contrast to the United States as well as Spain, Italy, England. You may also look at the Innocenti Report Card – www.unicef.irc.org – Child Well-Being in Rich Countries as information for choosing your countries.

1) You will have 45 minutes for your presentation which should include at least 10 minutes for class discussion.
2) You will turn in an annotated reading list (minimum of 10 sources) at the time of your presentation. This includes; full citation of the article, at least one paragraph including the major points of the article, why this article was chosen and how the article was integrated into your presentation.
3) You will be graded on:
   - Adherence to the assignment
   - Equal Participation of all group members in the presentation and preparation of project
   - Quality of annotated reading list (minimum of 10 sources)
   - Creativity and effort in engaging class
   - Telling us the information rather than reading it.
4) Please turn in the names of 2 countries on which your group would like to present by October 9th, 2014.

C. Notes on DeShaney Book (5%)

Bring to class your notes on the following (you will turn your notes in):
- Of all the actors in Joshua's case, rank order who you think was most responsible for the outcome of Joshua's case?
- Write at least one page justifying (explain) your rank order - thus for every item listed, justify why you ranked he/she/it that way.
- Your choices are: Winnebago County, the 14th Amendment, Randy, Ann Kemmeter, the State of Wisconsin, Melody, Doctors who examined Joshua, AACWA, CAPTA, the Oshkosh police and any other actors you find relevant.

Please note this is an all or nothing assignment - no partial credit will be given.
D. Federal Policy Quiz (10%)
There will be a quiz on December 11th, our last class. The quiz will cover all national and state policies covered during the semester. The quiz will be multiple choice and matching.

E. Class Participation and Attendance (15%)
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 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.

Outstanding Participation - Accomplishes all the above items (14-15)
Good Participation - Accomplishes most but not all the above items (12-14)
Fair Participation - Accomplishes a few of the above items (10-12)

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.

F. Extra Credit (3%)
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) that covers the following items:

1) **Briefly** what the article was about (2 or 3 sentences)
2) How this article has implications for Children, Youth or Families
3) What type of interventions are needed (policy or practice)
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.**

**GRADING QUESTIONS**
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.