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

Attributes and Designations: (S-I) For Undergraduates, this course counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students.

Requisites: Jr st and Social Work major, open to special students.

How Credit Hour is Met: This class meets for one 120 minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 4 hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work. Undergraduates enrolled for 3 credits are expected to complete additional requirements for each assignment as outlined in this syllabus.

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 Generalist Practice Year (BSW) and Advanced Practice Year (MSW).
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. Learning Outcomes: Competency Descriptions and Dimensions
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 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

WEEK 1: January 22, 2019
Topics:
- 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 Reading & Viewing:
- "The Orphan Trains. American Experience, PBS. You can access this video online through the UW-Madison library system.

WEEK 2: January 29, 2019
Topics:
- The Social Work Role in Foster Care, Kinship Care, and Adoption
- Types of Out-of-Home Care Placements
- What Constitutes Permanency?
- Concurrent Planning
- Foster Care Legislation

In-Class Activities:
- Discussion: Social Work Purpose, Roles and Responsibilities
- Case Study: Permanency & Concurrent Planning
- Foster Care Legislation Interactive Activity

Required Reading:


**Supplemental Reading:**


**WEEK 3: February 5, 2019**

**Topics:**

- Foster and Kinship Families (Organizations, Agency Services and Relationships)
- Foster Care/Kinship Licensing
- Recruitment and Retention
- Allegations of Maltreatment in Out-of-Home Care

Guest Speaker: Jonelle Brom, MSSW, Out-of-Home Care Section Chief, Wisconsin Department of Children and Families
Required Reading:


Supplemental Reading:


**WEEK 4: February 12, 2019**

Topics:

- Current Trends in Out-of-Home Care-State, National & International
- Legal Issues in Out-of-Home Care

In-Class Activities:

- Discussion: Current Trends in Out-of-Home Care
- Case Study: Baby Girl v Adoptive Couple

Required Reading:


**Supplemental Reading:**


**WEEK 5: February 19, 2019**

✓ Due: Impact and Barriers of Code on Stakeholders Evaluation

**Topics:**

- *Separation, Loss and Grief in Child Welfare*
- *Trauma Informed Care*

**Guest Speaker:** Abbey M. Scherer – MA, LPC; Therapist | Moontree Psychotherapy Center

**Required Reading:**


**Supplemental Reading:**

**WEEK 6: February 26, 2019**

**Topics:**
- Race, Ethnicity, Class, and Culture
- Intersectional and Culturally Affirming Perspectives and Practice
- Cultural Humility and Implicit Bias in Child Welfare Practice

**Guest Speaker:** Angela Bahr, MSW, APSW

**In-Class Activities:**
- Discussion: Racial Disproportionality in Child Welfare
- Video: This is Us

**Required Reading:**

**Supplemental Reading:**
WEEK 7: March 5, 2019

Topics:
- Sexual and Gender Minority Youth in Out-of-Home Placement
- LGBTQ+ Families

Guest Speaker: June Paul, MSSW, PhD. Assistant Professor, Skidmore College, Department of Social Work

Required Reading:

Supplemental Reading:

WEEK 8: March 12, 2019

Topics:
- Kinship Care
- Biological Parent and Family
- Maintaining Familial Connection

In-Class Activities:
- Case Study
- Discussion: Benefits & Limitations to Placing with Kin
- Video: Big Mama

Required Reading:


**Supplemental Reading:**


**March 19, 2019**

**No Class-Enjoy Spring Break**

**WEEK 9: March 26, 2019**

**Topics:**

• *Aging Out of Foster Care*

• *Independent Living Skills (ILS) - Trends & Issues*

**Guest Speaker:** Rachel Nelson, MSSW, Dane County Department of Human Services

**Required Reading:**


**Supplemental Reading:**


**WEEK 10: April 2, 2019**

**Topics:**
- Siblings in Out-of-Home Care
- Maintaining Familial Connections

**In-Class Activities:**
- Video: ReMoved
- Discussion: Keeping Siblings in Out- of- Home Care Connected

**Required Reading:**

**Supplemental Reading:**

**WEEK 11: April 9, 2019**

*A Child’s Journey Through Placement Reaction Paper Due*

**Topics:**
- Types of Adoption
- Adoption Identity and Developmental Stages
- Openness in Adoption

**Required Reading:**

**Supplemental Reading:**

**WEEK 12: April 16, 2019**

**Topics:**
- *Attachment and Bonding*

**Guest Speaker:** Alice Egan, MSSW, Field Faculty

**Required Reading:**

**Supplemental Reading:**

**WEEK 13: April 23, 2019**


Riggs, D. *Plan, prepare and support to prevent disruptions*. North American Council on Adoptable Children. Available at: https://www.nacac.org/resourceoplan-prepare-support-prevent-disruptions/


**WEEK 14: April 30, 2019**
Final Project: Analysis of Current Topic, Development of Infographic, and Presentation

Evaluations
Wrap-up

V. Texts and Reading Material:
The following required textbook is available for purchase online, or on reserve in the Social Work Library:

Additional readings are available through Course Canvas 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: Assignments, Grading and Methods

Grading Scale & Standards:

<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, 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</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 expectations in all areas, not acceptable</td>
</tr>
</tbody>
</table>
Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact &amp; Barriers of Code on Stakeholders Evaluation</td>
<td>25 points</td>
</tr>
<tr>
<td>A Child’s Journey Through Placement Reaction Paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Analysis of Current Topic and Infographic (Best Practice)</td>
<td>40 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

1. Impact and Barriers of Code on Stakeholders


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 Wisconsin, and others.

Select two populations (stakeholders) to consider. If you are taking this course as an undergraduate student (for 3 credits), please select three 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. If you are taking this course as an undergraduate student (for 3 credits), the paper should be no more than 6-7 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 CANVAS.

2. A Child’s Journey Through Placement Reaction Paper

Students are expected to read the book, *A Child’s Journey Through Placement*, during Weeks 1-10 of the semester and write a reaction paper. This 6-7 page (8-9 pages for undergraduate students taking this course for 3 credits) paper is intended to explore practice issues in foster care as portrayed by the author.

**Part 1:** 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?

**Part 2:** Students should 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.

**Part 3:** Undergraduate students taking this course for 3 credits should choose one additional case example from the book and describe how the child's case relates to, challenges, or reaffirms information you have learned throughout this course.

An undergraduate and graduate grading rubric for this assignment is available on CANVAS.

3. **Final Project: Analysis of Current Topic and Development of Infographic (40% of final grade)**

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. This assignment also requires students to create an Infographic on the identified topic in foster care, kinship care, and/or adoption. The instructor will provide a list of issues and you must sign up for a topic by the second week of classes. The purpose of this assignment is to give you the opportunity to study a child welfare topic in more depth, work creatively as a group to develop an Infographic, and collaborate with other students and share perspectives.

The format for this assignment is each student will independently complete an analysis of a current topic and make recommendations for best practice specific to their chosen topic. Students will work together in their group to create an Infographic specific to the group topic (one Infographic will be completed for each group). Students will also be required to complete a brief presentation on their topic (findings and recommendations) and share the Infographic. The in-class presentation should be 10-15 minutes for each group. This is a graded component of your final grade for this assignment and is included in the grading rubric. Resources on creating an Infographic, will be posted to the course website.

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. If you are taking this course as an undergraduate student (for 3 credits), it is expected that a minimum of ten references will be used; seven 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 students will also include a macro level focus throughout the paper, and 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 four 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 eight 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.

An undergraduate and graduate grading rubric for this assignment is available on CANVAS.
4. **Self-Evaluation, Class Participation, and Attendance (10%)**

**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. 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. 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 environment. 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 provide an assessment of your participation grade.

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)

**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, 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 the CANVAS Dropbox prior to class on the due date. 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
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 and write with depth. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in a timely manner. If you have an issue with a grade on an assignment, please email with attention given to the three areas above. I will provide a fair and careful review of your concerns.

Note about Consultation & Feedback:
I am available to assist your learning and to discuss any aspect of the course or your work. Feedback and suggestions for improving this course are welcomed. Please plan ahead and allow time for the scheduling of consultation, email responses or phone contacts.

VII. Course Policies:
Code of Ethics, Student Rights and Responsibilities & 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.

Classroom Climate
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 that will serve to enhance the learning of their colleagues. In the time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful so that ideas can be examined honestly and diverse viewpoints shared. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue. Students are expected to keep confidential all issues of a personal or professional nature discussed in class. However, as the professor, I acknowledge that I cannot guarantee confidentiality and, as a participant, you should know and act accordingly.

Student Wellness
As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health
services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available.
Other student support services and programs include:
- Multicultural Student Center: https://msc.wisc.edu/
- Gender and Sexuality Campus Center: https://lgbt.wisc.edu/
- Dean of Students-Division of Student Life: https://www.students.wisc.edu/doso/
- UHS Violence Prevention and Survivor Services: https://www.uhs.wisc.edu/vpss/

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. Three points will be deducted from your participation grade for each unexcused absence incurred.

CANVAS
All students are required to access Canvas for course content and assignments. If you have difficulty with Canvas, you should contact the DoIT helpdesk.

Reading Assignments
You 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.

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.

Disability Accommodations
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 Center, are expected to provide the instructor with a Faculty Notification Letter 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 Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.
Religious Holidays
I recognize that students’ choices to observe religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with me to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

Use of Electronic Devices in the Classroom
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.

If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop for notetaking, this accommodation will be approved by the course instructor.

Plagiarism
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.

More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.

Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).

Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html

**Grade Appeals/Grievance Policy:**
The process for appeal a final grade is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.
http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf
## Appendix A

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
</table>
| **2.1.2 Engage Diversity and Difference in Practice** | Lecture, readings, discussion, video, small group activities exploring dimensions of diversity and the intersectionality of multiple factors related to (K, S, V, C & A):  
- The history of Foster/ Kinship Care  
- Diversity in Foster/ Kinship Care  
- Understanding racial disparities & disproportionality in Child Welfare  
- Cultural considerations in out- of- home Care  
- Identifying how agencies support children’s cultural identities in out-of- home care  
- Video: Orphan Trains & Indian Boarding Schools  
- Video: This is Us  

Guest Lecture: Sexual and Gender Minority Youth in Out- of- Home Care (K, V, S, C & AP)  
Assignment: Best Practice Paper, Infographic, and Presentation (K,S) | Week 1  
Week 1- 14  
Week 6  
Week 6  
Week 4  
Week 1  
Week 6  
Week 7  
Pg. 10  
Pg. 11 |

Social workers understand how diversity and 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.
### 2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities.

Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area.

<table>
<thead>
<tr>
<th>Lecture, readings, small and large group discussion, case studies, videos and exercises covering engagement related to (K, S, V, C &amp; A):</th>
<th>Weeks 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Working with individuals &amp; families involved in the child welfare system</td>
<td>Weeks 1-3</td>
</tr>
<tr>
<td>• Agency &amp; worker’s responsibilities</td>
<td>Week 2</td>
</tr>
<tr>
<td>• Permanency &amp; concurrent planning</td>
<td>Week 13</td>
</tr>
<tr>
<td>• Best practice in adoption</td>
<td>Pg. 11</td>
</tr>
</tbody>
</table>

Assignment: Best Practice Paper, Infographic, and Presentation (K, S)
### Competencies and Description

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
</table>
| **2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities** | Lecture, readings, small and large group discussion, case studies, videos and exercises covering assessment related to (K, S, V, C & A):  
- Foster, Kinship, Adoptive Care  
- Agency & worker’s responsibilities  
- Permanency & concurrent planning  
- Separation, grief, and loss for children in foster & kinship care  
- Attachment assessment  
- Assessing child/adolescent needs and strengths | Weeks 1-14  
Weeks 1-3  
Week 4  
Weeks 4&12  
Week 2 |
|                               | Guest Speaker: Attachment & Bonding (K, V, S, C & AP)             | Week 12               |
|                               | Assignment: Best Practice Paper, Infographic, and Presentation (K, S) | Pg. 11               |
2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

| Lecture, readings, small and large group discussion, case studies, videos and exercises covering intervention related to (K, S, V, C & A): |
|---|---|
| - Foster, Kinship, Adoptive Care |
| - Agency & worker’s responsibilities |
| - Permanency & concurrent planning |
| - Types of out-of-home placements |
| - Foster, kinship, adoptive care legislation |
| - Current trends & child welfare practices |

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<tr>
<th>Guest Speaker Independent Living Programs (K, V, S, C &amp; AP)</th>
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<th>Best Practices in Adoption (K, V, S, C &amp; AP)</th>
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<th>Assignment: Best Practice Paper, Infographic, and Presentation (K, S)</th>
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<td>Competencies and Description</td>
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| 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities | Lecture, readings, small and large group discussion, case studies, videos and exercises covering evaluation related to (K, S, V, C & A):  
- Foster, Kinship, Adoptive Care  
- Agency & worker’s responsibilities  
- Permanency & concurrent planning  
- Foster, kinship, adoptive care legislation  
- Current trends & child welfare practices | Weeks 1-14  
- Weeks 1-3  
- Weeks 1-3  
- Weeks 2& 3  
- Week 4 |  

Assignment: Impact & Barriers of Code on Stakeholders’ Evaluation (K, V, S)  
Assignment: Best Practice Paper, Infographic, and Presentation (K, S)  

Pg. 10  
Pg. 11

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