

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706
SW 656 Family Practice in Foster and Kinship Care (Section 030)
Spring 2018**

Instructor: Heather Edge, Assistant Faculty Associate, MSSW, LCSW

Class Meeting Time: Saturdays 9:00am – 1:00pm

Instructor Phone: 608-213-7752 (cell)

Location: SSW 220

Instructor Email: hedge@wisc.edu

Instructor Office Hours: By Appointment

Credits: 2 graduate

Canvas URL: <https://canvas.wisc.edu/courses/87705>

Instructional Mode: Face-to-Face

I. Course Description:

Social welfare issues from national and local perspectives, research, and foster care practice.

Course Designation and Attributes: (S-I) This course counts toward the 50% graduate coursework requirement for graduate students.

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

How Credit Hour is Met: This course meets for one four hour class period each week via ITV during the 7 week session and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for approximately 8 hours each week.

II. Course Overview:

Social Work 656 is focused on advanced social work practice issues and roles at all levels regarding the unique multi-family, multi-system circumstances of out-of-home placement of children and youth. The course is designed to foster critical thinking about policy and practice related to foster care, formal kinship care, and adoption at national, state and local levels; and reviews trends, issues, policies, law, research and practitioner and consumer experiences to assist the student in developing ethical and effective approaches for professional social work. The course emphasizes value-based, respectful, effective, and empowering social work practice with, and on behalf of, all parties involved in child welfare services. Its content focuses on separation and loss, placing practices, visitation design, multi-family contracting, the significance of biological family ties, identity and development in foster children/youth, and community/agency interventions on behalf of families is applicable for other children's services and situations.

This course is not intended as a specific forum for clinical training practices with families in out of home care, or the systems that deal with these issues, but will expose students to current approaches, cases, and ethical dilemmas that face practitioners in social work settings. This course is an elective open to undergraduate BSWs, Social Welfare majors and MSW students and is required for Title IV-E traineeship recipients in the Advanced Year. The course uses lecture, discussion, case illustration, presentation, guest speakers and media to study 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: Course 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 measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. 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:

*Instructional Caveat: The Instructor reserves the right to modify this syllabus, the assignment schedule, and/or any materials related to the completion of this course in the time allowed without jeopardizing any course objectives. The order of session topics may change due to presenter availability. **Please note that all readings for the course are listed as required or supplemental (optional) and are posted on the course website (Learn@UW).***

Week 1: January 27

- **Introduction and syllabus review**
- **History of child welfare and out-of-home care in the United States, including a review of major federal legislation**
- **Introduction and social work role in foster care, kinship care, independent living and adoption (purpose, structure, and processes)**
- **Types of out-of-home care placements**

In-Class Activities:

- Review of Syllabus
- Video:: Multiple Transitions in Foster Care: A child's point of view
- Case Study Analysis

Required Readings:

- Palmer, S.E. (1995). *Maintaining Family Ties: Inclusive Practice in Foster Care*. Washington DC: Child Welfare League of America (Introduction & Chapter 2).
- Reimer, D. (2010). 'Everything was strange and different': Young adults' recollections of the transition into foster care. *Adoption & Fostering*, 34(2), 14-22.
- Wisconsin Department of Children and Families, DCF Chapter 56, Foster Home Care for Children

***Begin reading Harrison, K. (2004). *Another Place at the Table*. New York. Tarcher/Penguin.

Supplemental Readings: *supplemental readings are optional and intended to be a resource to enhance learning*

- U.S. Department of Health & Human Services. (2012). *Major Federal Legislation Concerned with Child Protection, Child Welfare, and Adoption*. Washington D.C.: Child Welfare Information Gateway, 1-23. Retrieved on December 17, 2016 from <https://www.childwelfare.gov/pubPDFs/majorfedlegis.pdf>
- U.S. Department of Health & Human Services. (2012). *How the Child Welfare System Works*. Washington DC: Child Welfare Information Gateway, 1-9. Retrieved on December 16, 2016 from <https://www.childwelfare.gov/pubPDFs/cpswork.pdf>

Week 2 February 3

- **State, National and International Perspectives on Foster Care, Kinship Care, and Adoption**

- **Foster Care/Kinship Licensing/Group Home and Residential Treatment**
- **Separation, Loss, and Grief in Child Welfare Practice**
- **Current Trends in Out-of-Home Care**
- **Legal Issues in Out-of-Home-Care**

√ Due: Impact and Barriers of Code on Stakeholders

Guest Speaker: Jonelle Brom, MSW, APSW; State Foster Care Manager, Wisconsin Department of Children & Families

In-Class Activities:

- Case Study: Baby Girl v Adoptive Couple
- Video: Closure

Required Readings & Materials:

- Palmer, Sally E. (1995). *Maintaining Family Ties: Inclusive Practice in Foster Care*. Washington DC: Child Welfare League of America. (Chapters 1 & 3).
- "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].
- National Public Radio. (September 22, 2013). *Strained Foster Care System A 'Meter Of Our Social Problems' To read or listen to this program go to <http://www.npr.org/2013/09/22/225148325/foster-care-in-america-too-many-kids-notenough-homes>.*

Supplemental Readings:

- Child Welfare League of America. (2004). *Multiethnic Placement Act: Issue Brief*. Accessed on January 8, 2018 at <https://www.cwla.org/briefing-the-multiethnic-placement-act-minority-children-in-state-foster-care-and-adoption/>
- National Indian Child Welfare Association (n.d.). *The Indian Child Welfare Act: A family's guide*. Retrieved on January 8, 2018 from the National Indian Child Welfare Association website at <https://www.nicwa.org/about-icwa/>.
- Maluccio, A. N, Canali C., & Tiziano V. (2006). *Family foster care: Cross-national research perspectives*. *Families in Society*, 87(4), 491-495.
- Schofield, G., & Beek, M. (2009). *Growing up in foster care: providing a secure base through adolescence*. *Child & Family Social Work*, 14(3), 255-266.
- Wisconsin Council on Children & Families, Inc. (2000, January). *From the Front Lines: Milwaukee's Child Welfare Community Speaks Out*. (Forward & Sections 1-3.)

Week 3: February 10

- **Social Work Advocacy and Interventions in Out-of-Home-Care**
- **What Constitutes Permanency?**
- **Concurrent Planning**
- **Ageing Out of Foster Care and Independent Living (IL) - Trends & Issues**

Guest Speakers: Erin Wall, MSW, APSW, Anu Family Services Permanency Specialist

In-Class Activities:

- Case Study: Permanency & concurrent planning
- Foster Family Sheet & All About Me
- Video: Aging Out: Teens Leaving Foster Care

Required Readings:

- Mitchell, M. B., Kuczynski, L., Tubbs, C. Y. and Ross, C. (2010), We care about care advice by children in care for children in care, foster parents and child welfare workers about the transition into foster care. *Child & Family Social Work*, 15, 176–185.
- Stott, T. (2013). Transitioning youth: Policies and outcomes. *Children and Youth Services Review*, 35(2), 218-227.
- Tilbury, C., & Osmond, J. (2006). Permanency planning in foster care: A research review and guidelines for practitioners. *Australian Social Work*, 59(3), 265-280.

****Should be half way through reading* Harrison, K. (2004). *Another Place at the Table*. New York. Tarcher/Penguin.

Supplemental Readings:

- Collins, M.E., Spencer, R. & Ward, R. Supporting youth in the transition from foster care: Formal and informal connections. *Child Welfare*. 89(1). 2010, 125-143.
- Fox, A., & Duerr-Berrick, J. “A response to ‘No One Ever Asked Us’: A review of children’s experiences in Out-of-Home Care.” *Child and Adolescent Social Work Journal*, 24(1), February 2007, 23-51.
- Scannapieco, M.; Connell-Carrick, K.; Painter, K. In their own words: challenges facing youth aging out of foster care. *Child & Adolescent Social Work Journal*, Vol. 24 (5) 2007, 423-435.
- Strolin-Groltzman, J.; Kollar, S.; Trinkle, J. Listening to the voices of children in foster care: Youths speak out about child welfare workforce turnover and selection. *Social Work*, Vol. 55(1) 2010, 47-53.

Week 4: February 17

- **Attachment and Bonding**
- **Working with Children, Birth Families, and Foster/Adoptive Families**
- **Youth and Siblings in Out of Home Care**
- **Openness in Out-of-Home Care**

Guest Speakers: Former Foster Youth Panel, Wisconsin Youth Advisory Council

In-Class Activities:

- Video: Through the Eyes of Trauma
- Video: ReMoved
- The Picture: Biological Parents
- What do you see?
- Case study

Required Readings:

- Cohn, M., & Ariyakulkan, L. (updated 2012). The importance of the sibling relationship for children in foster care. New York, NY: Permanency and Family Connections, Silberman School of Social Work at Hunter College, 1-10.

- Farmer, E. (2009). How do placements in kinship care compare with those in non-kin foster care: placement patterns, progress and outcomes? *Child & Family Social Work*, 14(3), 331-342.
- Grotevant, H., Wrobel, G., Korff, L., Skinner, B., Newell, J., Friese, S., & McRoy, R. (2008). Many faces of openness in adoption: perspectives of adopted adolescents and their parents. *Adoption Quarterly*, 10(3-4), 79-101.
- McWey, L.M., Acock, A., & Porter, B.E. (2010). The impact of continued contact with biological parents upon the mental health of children in foster care. *Children and Youth Services Review*, 32(10), 1331-1337.
- Pecora, P.J.; Jenson, P.S., Romanelli, L.H., Jackson, L.J. & Ortiz, A. (2009). Mental health services for children placed in foster care: an overview of current challenges. *Child Welfare*, 88(1), 5-26.

Supplemental Readings:

- Hojer, I. (2009). Birth parents' perception of sharing the care of their child with foster parents. *Vulnerable Children & Youth Studies*, 4(2), 161-168.
- New York State Office of Children and Family Services. (2007). *Keeping Siblings Connected: "Practice recommendations for sibling visits"* (White Paper), 1-19.
- Reamer, F., and Siegel, D. (2007). Ethical issues in open adoption: Implications for practice. *Families in Society: The Journal of Contemporary Social Services*, 88(1), 11-18.
- Siegel, D. (2011). Open adoption: Adoptive parents' reactions two decades later. *National Association of Social Workers*, 58(1), 43-52.
- Smith, D., & Brodzinsky, D. (2002). Coping with birthparent loss in adopted children. *Journal of Child Psychology and Psychiatry*. 43(2), 213-223.
- Van den Dries, L., Juffer, F., van Ijzendoorn, M., & Bakermans-Kranenburg, M. (2009). Fostering security? A meta-analysis of attachment in adopted children. *Children and Youth Services Review*. 31, 410-421.
- Wells, K. (2010). A narrative analysis of one mother's story of child custody loss and regain. *Children and Youth Services Review*. 33(3), 439-447.
- Wells, K.; Marcenko, M.O. (2011). Introduction to the special issue: Mothers of children in foster care. *Children and Youth Services Review*. 33(3), 419-423.
- U.S. Department of Health & Human Services. (2013). *Sibling Issues in Foster Care and Adoption*. Washington DC: Child Welfare Information Gateway. Retrieved on December 11, 2016 on <https://www.childwelfare.gov/pubPDFs/siblingissues.pdf>

Week 5: February 24

- **Race, Ethnicity, Class, and Culture**
- **Intersectional and Culturally Affirming Perspectives and Practice**
- **LGBTQ Youth and Families**
- **Agency Services to Children and Families - Ideal and actual worker roles**
- **Identity and Developmental Stages for Children experiencing Foster Care and Adoption**

Guest Speaker: Social Worker Panel

√ Due: Reaction Paper

In-Class Activities:

- Video: This is Us

- Video: America's Most Wanted

Required Readings:

- Baynes-Dunning, K., & Worthington, K. (2012). Responding to the needs of adolescent girls in foster care. *Geo. J. on Poverty L. & Pol'y*, 20, 321.
- Child Welfare League of America. (2012). Recommended practices: To promote the safety and well-being of lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth and youth at risk of or living with HIV in child welfare settings (1st ed.). Washington D.C.: Child Welfare League of America.
- National Public Radio. (May 12, 2008). *American Indian Boarding Schools Haunt Many*. [To read or listen to this program go to <https://www.npr.org/templates/story/story.php?storyId=16516865>]
- Ortega R. M., & Faller, K. C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare*, 90(5), 27.
- Palmer, Sally E. (1995). *Maintaining Family Ties: Inclusive Practice in Foster Care*. Washington D.C.: Child Welfare League of America (Chapter 6).
- Samuels, G. (2009). Being raised by white people: Navigating racial difference among adopted multiracial adults. *Journal of Marriage and Family*. 71, 80-94.

Supplemental Readings:

- Averett, P., Nalavany, B., & Ryan, S. (2009). An evaluation of gay/lesbian and heterosexual adoption. *Adoption Quarterly*. 12(3-4), 129-151.
- Brown, J. D., Sintzel, J., St. Arsenault, D., & George, N. (2009). Confidence to foster across cultures: Caregiver perspectives. *Journal of Child and Family Studies*, 18(6), 633-642.
- Gleitman, I., & Savaya, R. (2011). Adjustment of adolescent adoptees: The role of age and adoption and exposure to pre-adoption stressors. *Children and Youth Services Review*. 33, 758-766.
- Lee, R., Grotevant, H., Hellerstedt, W., Gunnar, M., & The Minnesota International Adoption Project Team. (2006). Cultural socialization in families with internationally adopted children. *Journal of Family Psychiatry*. 20(4), 571-580.
- Mountz, S. (2011). Revolving doors: LGBTQ youth at the interface of the child welfare and juvenile justice systems. *LGBTQ Policy Journal*. Retrieved from <http://www.hkslgbtq.com>.
- Ryan, J.P., Testa, M.F., and Fuhua, Z. (2008) African American Males in Foster Care and the Risk of Delinquency: The Value of Social Bonds and Permanence. *Child Welfare*. 87(1), 115-140.
- Von Korff, L. & Grotevant, H. (2011). Contact in adoption and adoptive identity formation: The mediating role of family conversation. *Journal of Family Psychology*. 25(3), 393-401.

Week 6: March 3

- **Foster, Kin, and Adoptive Families**
- **Recruitment and Retention**
- **Social Work Advocacy and Interventions**

Guest Speaker: Foster Parent Panel

In-Class Activities:

- Video: Big Mama

- Develop a Recruitment Plan

Required Readings:

- Broady, T., Stoyles, G., McMullan, K., Caputi, P., & Crittenden, N. (2010). The Experiment of Foster Care. *Journal of Child & Family Studies*, 19(5), 559-571.
- Hegar, R. L., & Scannapieco, M. (2016). Foster Care to Kinship Adoption: The Road Less Traveled. *Adoption Quarterly*, 19(1), 1-15.
- Nash, J., & Flynn, R. J. (2009). Foster-parent training and foster-child outcomes: An exploratory cross-sectional analysis. *Vulnerable Children & Youth Studies*, 4(2), 128134.
- Wisconsin Department of Children & Families (n.d.). Foster Parent Handbook. Retrieved from the Wisconsin Department of Children & Families website on January 8, 2018 <https://dcf.wisconsin.gov/fostercare/handbook>.

Supplemental Readings:

- Palmer, Sally E. (1995). *Maintaining Family Ties: Inclusive Practice in Foster Care*. Washington D.C.: Child Welfare League of America. (Chapter 5).
- Pasztor, E.M. & McFadden, E.J. Foster Parent associations: Advocacy, support and empowerment. *Families in Society*. 87(4), Oct./Dec., 2006, 483-490.
- Rosenwald, M., & Bronstein, L. (2008). Foster Parents Speak: Preferred Characteristics of Foster Children and Experiences in the Role of Foster Parent. *Journal of Family Social Work*, 11(3), 287-302.
- Sanchirico, A & K. Jablonka. (2000). Keeping foster children connected to their biological parents: The impact of foster parent training and support.” *Child and Adolescent Social Work Journal*, 17(3), 185-203.

Week 7 March 10

- **Student Presentations**
- **Placement Stability, Permanence, and Best Practice**
- **Post Adoption Services**
- **Course Wrap-Up & Evaluation**

√ Due: Analysis of Current Topic and Best Practice Paper and Poster Presentation

Guest Speaker: Audrey Conn, MSW, APSW; University of Wisconsin-Madison

In-Class Activities:

Required Readings:

- Coakley, J. & Berrick, J. (2008). Research Review: In a rush to permanency: preventing adoption disruption. *Child and Family Social Work*, 13, 101-112.
- McKay K., Ross, L., & Goldberg, A. (2010). Adaptation to Parenthood During the Post Adoption Period: A Review of the Literature. *Adoption Quarterly*, 13(2), 125-144.
- Ryan, S., Nelson, N., & Siebert, C. (2009). Examining the facilitators and barriers faced by adoptive professionals delivering post-placement services. *Children and Youth Services Review*, 31, 584-593.

Supplemental Readings:

- Akin, R., A. (2010). Predictors of foster care exits to permanency: A competing risks analysis of reunification, guardianship, and adoption. *Univ. of Kansas*, 245-254.

Hansen, M. (2007). State-designed special needs, post-adoption support, and state fiscal stress. *Children and Youth Services Review*, 29, 1411-1425.

Hennepin-University Partnership (HUP) (2010). *Child Well-Being Adoption Disruption and Dissolution Report*, 1-53.

Livingston Smith, S., Howard, J., Garnier, P. & Ryan, S. (2006). Where Are We Now? A Post-ASFA examination of adoption disruption. *Adoption Quarterly*, 9(4), 19-44.

V. Text and Reading Materials

Palmer, Sally E. *Maintaining Family Ties: Inclusive Practice in Foster Care*. D.C. Child Welfare League of America, 1995.

Available for order through Child Welfare League of America or online booksellers

Harrison, K. (2004). *Another Place at the Table*. New York. Tarcher/Penguin.

Available for order through online booksellers

Additional readings will be assigned, in advance, for specific class topics and available on Learn@UW. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials.

VI. Evaluation: Assignments, Grading and Methods

In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

Grading Scale:

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

A	94-100	outstanding work, surpasses minimum expectations in most areas
AB	88-93	surpasses minimum expectations in some areas, but not in others
B	82-87	meets minimum expectations
BC	76-81	meets minimum expectations in some areas, but is below minimum expectations in many areas
C	70-75	below minimum expectations in most areas
D	64-69	far below minimum expectations in most areas, not acceptable work
F	<64	far below minimum expectations in all areas, insufficient information for grading, multiple unexcused absences, or academic misconduct.

Students will be Evaluated on the Following Assignments:

Impact and Barriers of Code on Stakeholders	25 pts
<u>Another Place at the Table</u> Reaction Paper	25 pts
Paper & Poster Presentation	35 pts
Attendance and Informed Participation	15 pts

Total: 100 pts

Grades are not assigned on a curve. There is no extra credit, nor additional credit given for trying hard. Trying hard is expected as part of any graduate program.

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, flow and clarity), and (3) your ability to demonstrate depth and 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.

Assignment Descriptions, Instructions and Grading Criteria:

Assignment #1: Impact and Barriers of Code on Stakeholders

Due: Week 2, February 3

Length 3-4 pages

Value: 25 points

*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/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 foster children, 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. Do not consider a population you are a member of For example, if you were previously a foster child do not select foster child. 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, concisely and professional in nature. The paper should be no more than 4 pages long; a minimum of 3 impact examples per population is expected. 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.

Student’s Name: _____

Impact of code on 2 stakeholders (8 points) _____

Depth of response of the evaluation including 3 examples
of impacts on each stakeholders (8 points) _____

The content of the paper reflects social work values and is strengths based (2 points) _____

Use of correct grammar and spelling (2 points) _____

Correct citation of code (3 points) _____

Overall writing and organization (2 points)	_____
(Organization and flow of writing, minimum 3 impact ex., length etc.)	
Total Points Possible	15
If appropriate 1 point deduction for failing to adhere to formatting requirements	
Total Points Awarded	_____

ASSIGNMENT #2: Another Place at the Table Reaction Paper

Due: Week 5, February 24th

Value: 25

Length: 6-8 pages

This paper is intended for you to explore practice issues in out-of-home 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/adoptive parent (be specific about your professional role, your recommendations, and interventions)? Students will also choose a different case example from the book and describe four or more 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? Students will also suggest a minimum of three potential solutions/recommendations for each systemic factor identified. Three APA citations are required for this paper

Identification of an ethical dilemma (with a clear and concise description of the dilemma) from the book and critical discussion of how you would have approached the situation explaining what you would have done similarly and differently and why; evidence of critical thought and depth (8 points) _____

Concise description of a case example and identification of at least 3 systemic factors affecting the case; evidence of critical thought and depth (8 points) _____

Assessment of the impact of the identified systemic factors on the case and 3 or more solutions for each systemic factor identified; evidence of critical thought and depth (5 points) _____

Overall organization and clarity, adherence to formatting instructions, and correct grammar and spelling (3 points) _____

Professional and proper use of citations to support analysis (1 point) _____

If appropriate 1 point deduction for failing to adhere to formatting requirements

Total Points Possible 25 _____

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

Due: Class 7, March 10th

Value: 35 Points
Length: 6-8 pages

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 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 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.

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/>

The paper effectively synthesizes a variety of evidence including a minimum of 8 references (5 outside of class) as well as interviews and/or professional experience as appropriate (6 points) _____

The paper was written about an important topic or question impacting social work practice and policy in foster care, kinship care, or adoption and the student was able to document the relevance of the topic (5 points) _____

Evidence of critical thought related to 3 areas of federal legislation and macro implications (5 points)	_____
Strong critical thinking and professional judgment related to ethical dilemma and 5 recommendations for practice (8 points)	_____
Correct use of grammar/spelling, citations and professional writing (3 point)	_____
Student created a professional and visually appealing poster, which covered the important topics of the paper/project (5 point)	_____
Student had a professional, concise and cohesive 2-3 minute Talk prepared for the poster presentation (3 points)	_____
If appropriate, 1 point deduction for failing to adhere to formatting requirements	
Total Points Possible	35
Total Points Awarded	_____

Assignment #4: Participation & Critical Thinking Speaker Questions

Due: Questions due at the beginning of class on day of speakers 2/2, 2/9, 2/16, 3/2, 3/9

Overall Participation expected throughout the semester

Value: 15 Points

Attendance and participation are REQUIRED. Effective participation consists of regularly attending class, having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage 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. You are required to be an alert and active participant in this class. This includes attentive non-verbal behavior and offering comments relevant to course dialogue. **Your effort and involvement in class activities is imperative to your learning and will be noted.** Your participation grade will reflect your attendance weather class absence is excused or unexcused. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

Critical Thinking Speaker Questions

Due beginning of class on day of speakers 2/3, 2/10, 2/17, 2/24, 3/3, 3/10

This course will employ the expertise and experience of numerous people within the field. Guest speakers will be coming to class to answer questions and share knowledge of specific topics and/or roles in foster, kinship and adoption. In order to maximize learning it is important to be engaged and use critical thinking to obtain information from the speakers. You are expected to prepare and participate actively in question and answer sessions with speakers. This is a skill used often in the field of child welfare as you will be expected to ask questions, lead discussion, advocate, enhance knowledge and problem solve with other professionals in order to help clients.

For each speaker scheduled to attend class, you will be required to have 5 potential questions prepared that you could ask the speaker. Questions should use critical thinking skills and have depth to enhance new learning. They should be written in a clear, concise and professional manner and submitted to the dropbox prior at the start of class. You will also be evaluated on participating with speakers through

questions and comments. Your participation with speakers does not require you use the questions you hand in. It is appropriate to go “off script” to enhance your learning, depending on the direction of the speaker and class discussion.

Overall participation, attendance and engagement during the semester (5 points)	_____
Participation with speakers for all 5 weeks (5 points)	_____
Depth and critical thinking in questions submitted (5 point per week)	_____
Total Points Possible	15
Total Points Awarded	_____

VIII. Course Policies

Attendance Policy:

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness

Prompt arrival to all courses is required.

- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

Absence

To ensure a quality educational experience, students must attend and participate in classes.

- Attendance will be taken at each class and students’ level of participation noted.
- Excused & Unexcused Absences:
 - ~ One **unexcused** absences will result in a student’s grade being dropped one full grade
 - ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans.
- Additional make-up work appropriate for the content missed will be assigned for any unexcused absences and if the student has had more than one excused absence.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather, illness or other emergencies must contact the instructor prior to the start of class to be considered for an *excused* absence.
- Inclement Weather Policy
 - ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
 - ~ If classes are canceled, students are responsible for checking their email to find out about any class work that will still be required that week and how it will be covered.
 - ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work will be assigned.

Writing Policy

Criteria for Assignments

Specific attention should be given to organization, paragraphs, sentence structure, clarity and correct citation using APA format. 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 clear connection to course ideas/readings.
Own thinking comes through
3. Organization, clarity, logical flow, completed as required
4. Has an introduction and conclusion, unless otherwise stated
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next
6. Has **depth**, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.
8. Completed on time

General Formatting and Requirements for Papers

Failure to adhere to formatting requirements will result in a loss of points.

1. Submit a cover sheet with each paper, that includes Your Name, date turned in, identifies the course (SW 441, Edge), and the title of the assignment (cover page not counted as one of required pages)
2. Papers should be typed in Microsoft Word, double spaced, one-inch margins, and 12-point Times New Roman font,
3. Headings should **NOT** be placed in the body of the paper unless discussed or with instructor approval. Papers should not include outlines.
4. 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.
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>)
6. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

Late Assignment Policy

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. The instructor will **NOT** contact you if an assignment is not received.

Learn@UW

All students in the class are required to access Learn@UW for additional communication and information regarding the course. Please check Learn@UW on Friday evenings for student Power Points/Outlines when available and other resources pertinent to class the next day. I will respond to email communication every 24 hours (to be checked once per day, most likely in the evening). Please let me know if you have trouble accessing information in this way.

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.

Code of Ethics, Professional Conduct & Plagiarism

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should

they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

A Note on 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. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

Student Behavior Policy

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.

In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.

Accommodation of Student Disability

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney 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 702 W Johnson St #2104, 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. 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 my students to have an excellent learning experience.

Use of Technology in the Classroom

In order to learn, you must be respectful to your fellow classmates, teaching assistant and instructor by using technology appropriately in the classroom. Please turn off or silence your cell phones at the start of class and refrain from sending or receiving text messages. Laptop and tablet computers may be used only for ***unobtrusive*** note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time. Please speak to the instructor prior to class if you would like to use a laptop for lecture notes. If you use your laptop for anything other than lecture notes, you will not be allowed to use your laptop in the class for the

remainder of the semester. Please plan electronic communication before or after class or during break. Repeated violation of electronic use may impact your grade.

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. Please remember that I work in the field and may be unavailable during the workday. Please plan ahead and allow time for my response. I welcome emails, and you can call or text me on my cell phone (608-213-7752). I will do my best to be responsive to your needs.

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>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.</p>	<p>Lecture, readings, discussion, video, small group activities exploring dimensions of diversity and the intersectionality of multiple factors related to (K, S, V, C & A):</p> <ul style="list-style-type: none"> •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: <i>Orphan Trains</i> •Video: <i>Indian Boarding Schools</i> • Video: <i>This is Us.</i> <p>Guest Lecture: Sexual and Gender Minority Youth in Out- of- Home Care (K, V, S, C & AP)</p> <p>Assignment: <i>A Place At The Table</i> Reaction Paper (K, V, S, C & AP)</p> <p>Assignment: Best Practice Paper & Poster Presentation (K, S)</p>	<p>Week 1</p> <p>Week 1- 7</p> <p>Week 3&5</p> <p>Week 5</p> <p>Week 3</p> <p>Week 2</p> <p>Week 5</p> <p>Week 5</p> <p>Week 5</p> <p>Pg. 10</p> <p>Pg. 11</p>
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities.</p>	<p>Lecture, readings, small and large group discussion, case studies, videos and exercises covering engagement</p>	

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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.</p>	<p>related to (K, S, V, C & A):</p> <ul style="list-style-type: none"> •Working with individuals & families involved in the child welfare system •Agency & worker’s responsibilities •Permanency & concurrent planning •Best practice in adoption <p>Guest Speakers: Former Foster Youth Panel</p> <p>Assignment: Best Practice Paper & Poster Presentation (K, S)</p>	<p>Weeks 1-7</p> <p>Weeks 1-3</p> <p>Week 2</p> <p>Week 7</p> <p>Week 4</p> <p>Pg. 11</p>
<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making</p>	<p>Lecture, readings, small and large group discussion, case studies, videos and exercises covering assessment related to (K, S, V, C & A):</p> <ul style="list-style-type: none"> •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 <p>Guest Speaker: Permanence (K, V, S, C & AP)</p> <p>Guest Speaker: Best Practices in Adoption (K, V, S, C & AP)</p> <p>Assignment: <i>A Place At The Table</i> Reaction Paper (K, V, S, C & AP)</p> <p>Assignment: Best Practice Paper & Poster Presentation (K, S)</p>	<p>Weeks 1-7</p> <p>Weeks 1,2,3,5&6</p> <p>Weeks 3,7</p> <p>Week 3</p> <p>Weeks 4</p> <p>Week 2&3</p> <p>Week 3</p> <p>Week 7</p> <p>Pg. 10</p> <p>Pg. 11</p>
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Lecture, readings, small and large group discussion, case studies, videos and exercises covering intervention</p>	

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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.</p>	<p>related to (K, S, V, C & A):</p> <ul style="list-style-type: none"> •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 <p>Guest Speaker Permanence (K, V, S, C & AP)</p> <p>Guest Speaker: Best Practices in Adoption (K, V, S, C & AP)</p> <p>Assignment: <i>A Place At The Table</i> Reaction Paper (K, V, S, C & AP)</p> <p>Assignment: Best Practice Paper & Poster Presentation (K, S)</p>	<p>Weeks 1- 7</p> <p>Weeks 1,2,3,5,6 Weeks 3&7</p> <p>Weeks 2& 3</p> <p>Weeks 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 7</p> <p>Pg. 10</p> <p>Pg. 11</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p>Lecture, readings, small and large group discussion, case studies, videos and exercises covering evaluation related to (K, S, V, C & A):</p> <ul style="list-style-type: none"> •Foster, Kinship, Adoptive Care •Agency & worker’s responsibilities •Permanency & concurrent planning •Foster, kinship, adoptive care legislation •Current trends & child welfare practices <p>Assignment: Impact & Barriers of Code on Stakeholders’ Evaluation (K, V, S)</p> <p>Assignment: <i>A Child’s Journey Through Placement</i> Reaction Paper (K, V, S, C & AP)</p> <p>Assignment: Best Practice Paper & Poster Presentation (K, S)</p>	<p>Weeks 1- 7</p> <p>Weeks 1,2,3,5,6</p> <p>Weeks 3 &7</p> <p>Week 1</p> <p>Week 2</p> <p>Pg. 9</p> <p>Pg. 10</p> <p>Pg. 11</p>

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