

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706**

**SW462: Child Welfare, 001
Fall 2018**

Instructor Name: Nicole Ruder Johnson, MSSW

Class Time: Tuesday and Thursday, 8:15-9:45am

Location: Sterling, Room 3425

Office Hours/Location: By Appointment

Contact Information: nsruder@wisc.edu

Credits:3

Instructional Mode: Face to Face

Canvas Course URL: <https://canvas.wisc.edu/courses/117005>

I. Catalog Description

3 cr (S-I). Supportive, supplementary, and substitute child welfare services employed in dealing with the problems of dependent, neglected, delinquent children. Scope, method, problems, trends of the services; child welfare in other countries; sociology of the child welfare worker.

Attributes and Designations: (S-I) Counts as Liberal Arts and Sciences credit in L&S

Requisites: Social work/welfare major.

How credit hours are met: This class meets for two 75-minute periods each week over the fall semester and carries the expectation that students will work on course learning activities (readings, studying, writing) for about 3 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview

The purpose of this course is to examine knowledge of the factors that affect the well-being of children and families and give rise to children who are involved with the child welfare system. Because child welfare services cannot be understood without an awareness of the context within which they have arisen and currently operate, some attention will be paid to policy issues that both support children and families as well as affect whether children and families will become involved in the child welfare system. Information from the social and behavioral sciences will also be examined regarding their contribution to positive or negative outcomes for children and families. Examination of the interaction between macro, mezzo and micro level systems will be given particular emphasis. There will also be a strong focus on traditional public child welfare services – foster care, adoption, child protective services and the effectiveness of these services in protecting children and assisting families. Attention will also be given to the ethical dilemmas inherent in child welfare and concomitant values of the various players in systems that impact child welfare. Throughout the course, discussion of the importance of culturally relevant services is emphasized as well as how discrimination, oppression and economic deprivation contribute to the entrance and exit of the children and families from the child welfare system. This course is an elective course for social work work/welfare majors. It is a required

prerequisite course for those students in the BSW Child Welfare Training Program and considered to be a generalist/professional foundation course.

III. Course Competency, Description and Dimensions

The Council on Social Work Education competencies and dimensions required of all BSW and/or MSW accredited programs to be covered in this course are highlighted in the chart found in Appendix A.

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 nine core areas. Competency is achieved through mastery of course content as measured 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. Social Work students will find that this course contributes to their achievement of the core competencies and dimensions highlighted in Appendix A.

IV. Course Content

Week 1:	Thursday, September 6	<i>Introduction to the Course</i> Review of Syllabus Class Expectations and Community Guidelines
Week 2:	Tuesday, September 11	<i>History of Child Welfare, Poverty, and Other Societal Issues</i> <ul style="list-style-type: none">• Parameters and Definitions of Child Welfare• Need for Providing Child Welfare Services• Advocacy in Child Welfare Services <u>Required Reading:</u> Crosson-Tower- Chapter 1
Week 2:	Thursday, September 13	<i>How the Child Welfare System Works and Major Federal Legislation</i> <ul style="list-style-type: none">• Government Programs to Support Children and Families• Current Trends and Issues <u>Required Reading:</u> Major Federal Legislation Concerned with Child Protection, Child Welfare, and Adoption. <i>Child Welfare Information Gateway</i> . March 2015, 1-24. How the Child Welfare System Works. <i>Child Welfare Information Gateway</i> . February 2013, 1-9.
Week 3:	Tuesday, September 18	<i>Cultural Diversity and Families in the Child Welfare System</i> <ul style="list-style-type: none">• Dimensions of Diversity• Race and Ethnicity in Child Welfare• The Impact of Culture on Families <u>Required Reading:</u> Crosson-Tower – Chapter 2 Due: Presentation Topics

Week 3:	Thursday, September 20	<p><i>Children and Families in Poverty</i></p> <ul style="list-style-type: none"> • Demographics, Causes, and Impact of Poverty • Efforts to Alleviate Poverty <p><u>Required Reading:</u> Crosson-Tower-Chapter 3</p>
Week 4:	Tuesday, September 25	<p><i>Children and Families in Poverty</i></p> <p>Video and Class Discussion: <i>Poor Kids</i></p>
Week 4:	Thursday, September 27	<p><i>Child Welfare and Policy</i></p> <ul style="list-style-type: none"> • Public Policies for Children and Families • International Child Welfare Policy and Practice
Week 5:	Tuesday, October 2	<p><i>The Impact of Violence and Addiction on Children</i></p> <ul style="list-style-type: none"> • Children and Violence in the Community • Violence at Home-Intimate Relationships • Children and Parental Substance Abuse • Youth and Substance Abuse <p><u>Required Reading:</u> Crosson-Tower-Chapter 4</p>
Week 5:	Thursday, October 4	<p><i>Child Abuse and Neglect</i></p> <ul style="list-style-type: none"> • Historical Development of Child Protective Services • Definitions and Incidence of Child Maltreatment • Causes and Consequences of Child Maltreatment <p><u>Required Reading:</u> Crosson-Tower-Chapter 7</p>
Week 6:	Tuesday, October 9	<p><i>Child Abuse and Neglect Prevention</i></p> <ul style="list-style-type: none"> • Prevention of Child Maltreatment • Ambiguity of Child Maltreatment <p>In-class Discussion and Interactive Case Study</p>
Week 6:	Thursday, October 11	<p><i>Trauma-Sensitive Educational Settings</i></p> <ul style="list-style-type: none"> • Collaboration in School Social Work and CPS • Interventions in School Settings <p><u>Required Reading:</u> Crosson-Tower-Chapter 6 Guest Speaker: Jenny Braunginn, MSSW</p>
Week 7:	Tuesday, October 16	<p><i>Juvenile Justice and Child Welfare</i></p> <ul style="list-style-type: none"> • Disproportionality Minority Confinement • History of Juvenile Justice • Juvenile Justice Process • Trends and Issues in Juvenile Justice <p><u>Required Reading:</u> Crosson-Tower-Chapter 9</p>

Week 7:	Thursday, October 18	<i>Small Group Work; Debate Planning</i>
Week 8:	Tuesday, October 23	<i>Child Abuse and Neglect</i> <ul style="list-style-type: none"> • The Role of the Caseworker <i>Frontline: Failure to Protect</i> Video and In-class Discussion
Week 8:	Thursday, October 25	<i>Racial Disproportionality and Child Welfare</i> <ul style="list-style-type: none"> • Racial Disproportionality and Child Maltreatment • Disparities in the Child Welfare System <u>Required Readings:</u> Dettlaff/Rycraft & Race to Equity Report <u>Due:</u> Critical Thinking Paper
Week 9:	Tuesday, October 30	<i>Permanency</i> <ul style="list-style-type: none"> • Child Safety, Family Preservation, and Concurrent Planning • Balance between Child Safety and Family Preservation • Ethical Decision Making <u>Required Reading:</u> Crosson-Tower-Chapter 8
Week 9:	Thursday, November 1	<i>Out of Home Care</i> <ul style="list-style-type: none"> • History, Laws, and Policies • Definitions of Foster Care and Placement Trends • Federal, State, and County Role in Out-of-Home Care • Importance of Quality Foster Care <u>Required Reading:</u> Crosson-Tower-Chapter 11;
Week 10:	Tuesday, November 6	<i>Kinship Care</i> <ul style="list-style-type: none"> • Policy and Practice Implications • Working with Children and Families • Ethical Dilemmas in Practice <i>Big Mama</i> Video and In-Class Discussion
Week 10:	Thursday, November 8	<i>Impacts of Trauma in Out of Home Care: Grief, Loss, and Separation</i> <ul style="list-style-type: none"> • Trauma Informed Care in Child Welfare
Week 11:	Tuesday, November 13	<i>Debate/ Group Presentations</i> #1 _____ #2 _____ #3 _____ #4 _____ <u>Due:</u> Reference List, Participation Form, and Feedback Form

Week 11:	Thursday, November 15	<i>Out of Home Care</i> <u>Required Reading:</u> <i>Another Place at the Table</i>
Week 12:	Tuesday, November 20	<i>Out of Home Care; Residential and Institutional Care</i> <ul style="list-style-type: none"> • Historical Perspective and Current Practice • Working with Children and Families in Residential Care • Children Receiving Therapeutic Interventions <u>Required Reading:</u> Crosson-Tower-Chapter 13
Week 12:	Thursday, November 22	NO CLASS
Week 13:	Tuesday, November 27	<i>Out of Home Care</i> <ul style="list-style-type: none"> • Aging Out-of-Care and Independent Living Services • Outcomes for Children in Out-of-Home Care Guest Speaker: Amanda Zuehlke, MSW Current Trends in Out of Home Care
Week 13:	Thursday, November 29	<i>Adoption</i> <ul style="list-style-type: none"> • Overview and Types of Adoption • Postadoption Services <u>Required Reading:</u> Crosson-Tower-Chapter 12 Guest Speaker: Audrey Conn, MSSW, APSW
Week 14:	Tuesday, December 4	<i>Adoption</i> <ul style="list-style-type: none"> • Placement Stability • Trends in Adoption • Ethical Dilemmas Due: <i>Book Review Paper</i>
Week 14:	Thursday, December 6	<i>Careers in Child Welfare</i> <ul style="list-style-type: none"> • Burnout and Secondary Trauma <u>Required Reading:</u> Crosson-Tower-Chapter 14
Week 15:	Tuesday, December 11	<i>Final Class</i> Course Wrap-Up; Final Evaluations Due: <i>Self-Evaluation/Participation</i>

V. Text and Reading Materials for the Course

Required Texts:

1. Crosson-Tower, C. (2018). *Exploring Child Welfare: A Practice Perspective* (7th Edition) New York. Pearson.
2. Harrison, K. (2004). *Another Place at the Table*. New York. Jeremy P. Tarcher/Penguin

All other required readings (identified on the course syllabus schedule) are available on CANVAS.

Supplemental reading materials, introduced in class, will also be available on CANVAS.

VI. Evaluation: Assignments, Grading and Methods

A. Fun and Interesting Quizzes (40%)

You will have many grades in this class. One of your grades will be based on 9 short-in-class quizzes. The week before each quiz I will give you a handout with learning objectives on what to study to prepare for the next week's quiz. These quizzes will be primarily on the readings although some class material will also be covered.

Quizzes will be given at the beginning of class. These quizzes will be multiple choice and short answer. There will be no make-up quizzes. We will have no other tests in this class. There will be 10 questions on each quiz. You will be allowed to drop your lowest quiz score. You can earn a possible 40 points on these quizzes. If you must miss class, your zero for that quiz will be the one dropped.

The reason for the weekly quizzes is that research on learning has shown that the more attention students pay to their work, the better their learning. But it is human nature to procrastinate unless there is a direct payoff. A grade on an exam three weeks hence is so far off that many people are not motivated to do the reading. So they don't, and as a result, many people don't learn as much as they would if they did study their notes and did the reading. The weekly quizzes are a way to provide you with immediate payoff and to ascertain knowledge gleaned from the readings and class presentations throughout the semester.

B. Critical Thinking Paper (20%) -

Another assignment for this class is to write a **short paper** 5-7 pages in length reviewing a research article related to child welfare. **THIS ARTICLE MUST COME FROM A SOCIAL SCIENCE JOURNAL** (preferably Social Work) and should be an article published since **2005**. I highly recommend Child Welfare which contains generally up-to-date and informative articles about both policy and practice in the world of child welfare. Other possible journals would be Social Work, Social Science Review, Children and Youth Services Review, Child and Adolescent Social Work Journal, etc.

This paper should consist of a **summary** of the article you have chosen, your **reaction** to the article and a section on **how the article connects** to similar issues raised in your text, articles read for class and class discussion. Think about using the extensive reference lists at the end of each chapter as possible sources for your articles. The **summary** should consist of the major points made in the article and a summary should always be **in your own words**. Your **reaction** section should include not only whether you agree or don't agree with the major points of the article but also why; that is, you should explain the reasons for your reaction.

It is important to try and fully develop a few thoughts by referencing parts of the article and giving examples you know about that connect to your reaction. You do not need to critique the research done in the article unless it affects your reaction but the focus of the paper should not be primarily a critique of the research written about in the article. When you connect the issues raised in the article to issues in your text you will want to indicate to what extent the article either **amplifies** on information we have examined, is an **example** of something in your

textbook, or provides **an alternative viewpoint** to something in your textbook. Any information that you use from articles or your textbook needs to be cited with page numbers.

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

This paper will be graded on the following criteria:

- **Three parts**-included
- **Summary**- in own words
- **Reaction** -reflects understanding of the article
- **Appropriate integration of text content**
- **Clarity** (might want to get someone else to read it)
- **Spelling, Punctuation, Grammar**

Please note that page one of your papers is not your cover page – it is the first page that has content on it. Do number your pages.

C. Book Review Paper (15%)

This assignment allows you to choose a book relating to Child Welfare, Juvenile Justice or Poverty and write a critical review of the book. The paper will be between **5 and 10 pages.** You will need to identify, summarize and evaluate the ideas presented by the author and relate the content of the book to the course. Your review of the book must go beyond your “gut reaction” or feelings to the book and be based on your knowledge of the topic through course readings, lectures, and discussion. The paper must contain the following parts: **A summary, a critical review, connection to course material and personal reaction.** I will provide you with a list of suggested books but you may also select your own with instructor consent. I will also provide a list of critical thinking questions to be addressed in the paper.

Please note this paper is due at the beginning of class on the assigned day. This paper may not be sent by e-mail attachment, but rather should be uploaded to Canvas.

This paper will be graded on the following criteria:

- **Four parts**-included. Did you follow the assignment?
- **Summary**- in own words
- **Review**- thoughtful, complex understanding of book, and ideas.
- **Appropriate integration of course content**
- **Clarity** (might want to get someone else to read it)
- **Spelling, Punctuation, Grammar**

D. Debate/ Group Presentation (15%)

Working in groups of 4-5 you will be asked to examine a controversial issue in child welfare. You will study the topic and present multiple sides of the issue including any ethical issues that pertain to the subject. The purpose of this assignment is to give you the opportunity to study a child welfare topic in more depth and to get a chance to work with other students and share perspectives. The instructor will provide you with a list of controversial issues and you must sign up for a topic by the second week of classes. Topics will include issues of social and economic justice, assessment of families and communities, evaluation of interventions, disparate effects on diverse populations, and examination of the impact of diversity in the child welfare system. The goal is to learn new information and represent as fully as possible a view with which you may or may not agree. The instructor is open to entertaining an issue not represented on the list if some group or individual has a topic that they feel would lend itself well to this course.

A reference list of at least 10 solid sources should be turned in at the time of your presentation.

Your group project will be graded on:

- Objective and Summary: clear, succinct, & comprehensive statements introducing issue (4 points)
- Evidence of Knowledge of the Topic: Pertinent selection of facts to support ideas and citation of reliable sources. Use of at least 10 relevant sources. (4 points)
- Discussion Section: Interest/enthusiasm of the topic. Persuasion based on the facts and reasoning. Clear and concise presentations literature directed to the audience (4 points)
- Overall organization, clarity, and creativity: Use of visual aids in presentation, engagement of class, and equal use of time (1 point)
- Reference list in APA format (2 points)

Please note that all class members will be asked to give feedback and all students will be asked to comment on their own participation as well as the participation of others. It is also to be noted that occasionally someone is not able to participate fully in a group project (this does NOT mean that they are a bad person). However, it does mean that they should not get the same grade as those who did participate fully in both the planning and the presentation of the group project. If a student cannot fully participate, they should not get the same grade as those that did participate fully.

Group members should indicate that on the group feedback form and the person unable to participate should also. It's a fairness issue – those that do the work for these projects should get the most credit.

Please also note that I am available for consultation about this project at any point this semester. See me with questions, confusions, problems, insights, etc.

E. Self-Evaluation, Class Participation and Attendance (10%)

Your grade will be based on the following criteria:

- On time for class
- Respectful towards others in the class-Community Guidelines
- Asking questions
- Reflecting on the class content

- Demonstrating a good sense of humor
- Paying close attention

Students are expected to actively participate in the class. Active participation means contributing one's informed opinion, asking questions, responding respectfully to others, being an active contributor in group activities. I highly encourage students to actively participate in class. It is not only good practice for being a citizen of the world and for some of you, a social worker, but it also makes the class more interesting for you and me. We will try very hard to have a class environment where everyone can speak their mind with respect always given to the opinions of others. Please let me know early in the semester if this portion of the grade is problematic for you.

Regular attendance is taken for granted and attendance will be taken. Please let me know if you will be missing class. If you miss a class on the day we take a quiz, you will **not** have the option to make up that quiz.

Please note: If you are unable to attend class, you need to make sure that you find out what we talked about and take the initiative to get any handouts either from me or other class members. This also includes learning objectives for the quizzes.

Outstanding Participation - Accomplishes all the above items (8-10 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)

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.

Please let me know if at any point you have suggestions about how to improve the class environment.

Grading

Grades will be earned on the following grade point system – a total of 100 points (100%)

Please note you must complete **all** the assignments in this class

A 94-100 – outstanding; surpasses expectations in all areas

AB 88-93 – surpasses expectations in most areas

B 82-87 – surpasses expectations in some areas

BC 76-81 – meets expectations in most areas; above in others

C 70-75 - meets expectations in most areas

D 64-69 below expectations in all areas

F 64 & below fails to meet minimal expectations in all areas, not acceptable work

Quizzes – 9 quizzes (drop one) – 5% each – 40% of grade

Critical Thinking Paper – 20% of grade

Debate - 15% of grade

Book Review- 15% of grade

Participation & Attendance – 10% of grade

Extra Credit (3%) – All or nothing

Sign up for a time to bring to class a newspaper article that within the last two weeks discusses a child welfare issue in the news. I highly recommend The New York Times, Washington Post, Chicago Tribune –a major national source for child welfare (not a blog or op-ed). Local papers are acceptable if the article you have chosen is about a local issue. That is to say, if the article you choose is on national changes to our educational system, don't use the local paper. The article can be about policy or practice and it can be an article on child wellbeing (e.g. education, health, income) as well as public child welfare services (child protective services, foster care and adoption). Be prepared talk about your article briefly in class. Also turn in a one page paper on the date for which you signed up (along with your article) covering the following items:

- 1) Briefly what the article was about (2 or 3 sentences)
- 2) Your reaction to the article
- 3) How the article connects to this class
- 4) Ethical issues that the article presents

You must write on all of these points in order to get your 3 points. No partial points will be given.

I am always happy to talk with students about their grades and am willing to review grading as long as students have specific points they want to make. It is helpful if these concerns are expressed in writing before meeting. I am always willing to talk with students about how they may do better in the course and strongly suggest that if you have concerns that you see me as early in the semester as possible.

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 (SW462, Ruder Johnson), 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 CANVAS prior to class on the due date. You will receive a confirmation e-mail when your paper is successfully downloaded. 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 by the time it is due.
4. Assignments are due on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late. You are required to contact the instructor if you will be handing in a paper late, this shows professionalism and responsibility.

5. Adherence to the APA rules for citations is expected. It is your responsibility to understand the rules for book, magazine and on-line source citations. (Recent updates to the APA form can be obtained at <http://www.apastyle.org/manual/whats-new.aspx>)

Note about grading: Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention.

Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing with specific attention to the three points raised above and I will give your appeal my careful attention.

Expectations

Students are expected to:

- Attend class weekly and read required materials prior to the lecture class. Please see Section VII of this syllabus for the attendance policy.
- Attend and actively participate in in-class discussion.
- Turn off all cell phone tones during class (set them to vibrate) and to refrain from taking calls, “tweeting”, texting, using instant messaging, sending or responding to any social networking or email venues during class, or using the internet for anything other than directed class work. You will be able to check messages during breaks each class session. (If you experience a personal or family crisis, please notify the instructor upon arriving for class or beforehand that you may need to respond to a call during class.)
- Complete all assignments as required.
- Respond to any requests by the instructor to re-write assignments due to deficiencies in the written product, including grammar and or APA style requirements.
- Advocate for yourself and present any questions or concerns to the instructor that may require the instructor to adjust her presentation to enhance learning for all.

The faculty member is expected to:

- Be available to students to answer questions and to respond to student concerns.
- Begin and end classes on time.
- Create a comfortable and open atmosphere conducive to learning.
- Assure that course objectives are met.
- Assure that the classroom and course materials are accessible (per ADA requirements) to all students.

VII. Course Policies

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 are a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Disability Resource Center, are expected to provide the instructor with a copy of the 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 Disability Resource Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text message (608-225-7956); FAX (608-265-2998); Address (702 W. Johnson Street, Suite 2104 Madison, WI 53715-1007).

I will work either directly with you or in coordination with the McBurney Disability Resource Center to identify and provide reasonable instructional accommodations. I want all students to have an excellent learning experience. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

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.

Academic Misconduct

Please note the following definition of academic honesty. "Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student's own academic efforts. UWS14.03 cites that (among other things) Academic Misconduct Subject to Disciplinary Action includes an "act in which a student seeks to claim credit for the work or efforts of another without authorization or citation". Examples include, but are not limited to: "cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source, using another person's ideas, words or research and presenting it as one's own by not properly crediting the originator, etc.

Plagiarism

Plagiarism involves the use of others' words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as serious ethical breach with possible penalties including: a failing grade on the assignment, failing the class, and/or referral to the Dean of Students Office.

Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:

- Use someone else's words either verbatim or almost verbatim without citation (even if the work does not have a clear author—for instance in a website)

- Use someone else's evidence, line of thinking or idea without citation
- Turn in someone else's work as your own, as in copying a peer's paper or purchasing a readymade paper
- Turn in previously submitted work as if new, without the instructor's approval

Reading Assignments

Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy

All written assignments are to be either typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy

The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down four points for each day they are late.

Technology in Class

A minimal level of external distractions is essential to a productive learning environment. The use of laptops/IPads is allowed for the purpose of taking notes. If I feel your use of technology is distracting (to you or to others) you may be asked to refrain from using these devices during class. Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning. Please see the instructor with questions on this policy.

Attendance & Class Participation Policy

Class attendance is required of all students. *Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks.* In order for you and your classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning of class and I will note your level of participation. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive two per semester. 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. 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. Four points will be deducted from your final grade for each unexcused absence incurred; this includes arriving late to class and early departure from class.

Student Behavior Policy

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. 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. The following is a list of expectations of student's display of personal integrity.

- Please turn off cell phones before entering the classroom.
- Respect another person's viewpoint with which you may disagree.
- Respect another student's right to be heard.
- Read the material and be prepared for class.
- Actively participate in classroom discussion.

If you have a concern that needs to be brought to the class's attention, please speak with this faculty member.

Note about Consultation & Feedback:

I am available to assist your learning and to discuss any aspect of the course or your work. I welcome feedback and appreciate suggestions for improving this course. I am available at nsurder@wisc.edu or you can call me at 608.215.9396. I will do my best to be responsive to your needs.

Appendix A

The Council on Social Work Education employs a "competency-based" framework for its Educational Policy and Accreditation Standards (EPAS). "Competency-based" education is an outcomes approach to curriculum design in which we ensure that students will demonstrate the integration and application of the required competencies in practice. Practice competence consists of nine competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. Table 1 details the nine required competencies (column 1 and 3) for the generalist (BSW/foundation year MSW) and specialist level of practice respectively. The associated behaviors for competency, are detailed in column 2 and 4.

TABLE 1. Social Work Competencies, Dimensions, and Behaviors

Generalist Practice Year <u>Competency Addressed in Course</u>	<u>Course Content</u>	<u>Location in the</u> <u>syllabus</u>
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<p>2.1.1 Demonstrate Ethical and Professional Behavior.</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Address and evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families. (K,S,V,C & AP)</p> <p>Lecture, reading and discussion related to history of child welfare, mission, roles, and responsibilities (K, V, C & AP)</p> <p>Group Debate/Presentation (K,S,V,C & AP)</p> <p>Book Review Paper (K, V, C & AP)</p> <p>Critical Thinking Paper (K, V, C & AP)</p> <p>Video and Class Discussion: <i>Frontline: Failure to Protect</i> (K, V, C & A)</p> <p>Self-Evaluation (V, C & AP)</p>	<p>Week 9, 10, and 14</p> <p>Week 2</p> <p>Page 8</p> <p>Page 7</p> <p>Page 6-7</p> <p>Week 8</p> <p>Pages 8-9</p>
<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</p>	<p>Lecture, reading and discussion related to dimensions of diversity and the intersectionality of multiple factors affecting the experience of children and families in the child welfare system.(K, V, C & A)</p> <p>Reading, discussion, video, small group activities exploring dimensions of diversity and the intersectionality of multiple factors related to:</p> <ul style="list-style-type: none"> • Child Maltreatment (K, S, C & AP) • Dimensions of Diversity (K, S, C &AP) • Out-of-Home Care (K, S) • Trauma, Grief, Loss, and Separation (K, C & AP) 	<p>Week 3, 7, and 8</p> <p>Week 6 & 8</p> <p>Week 3 & 6</p> <p>Week 9, 12-14 Week 5 & 10</p>

<p>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>	<ul style="list-style-type: none"> • Disproportionality in Child Welfare (K, V, S) • Substance misuse and dependence (K, V, S, C & AP). <p>Group Debate/Presentation (K,S,V,C & AP)</p> <p>Book Review Paper (K, V, C & AP)</p> <p>Critical Thinking and Review of Child Welfare, Social Media, and Pop Culture (K, V, C & AP)</p> <p>Video and Class Discussion: <i>Big Mama</i> (K, V, C & AP)</p>	<p>Week 3 & 7</p> <p>Week 5</p> <p>Page 7-8</p> <p>Page 7</p> <p>Page 6-7</p> <p>Week 10</p>
<p>2.1.5 Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>Apply knowledge of social services, policies and programs relevant to the area of children, youth, and families. (K, V, C & AP)</p> <p>Reading and lecture on micro, mezzo, and macro practice in international child welfare (K)</p> <p>Group Debate/Presentation (K,S,V,C & AP)</p>	<p>Week 2, 4, and 7</p> <p>Week 4</p> <p>Page 7-8</p>

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