SW656 Family Practice in Foster and Kinship Care
Spring 2018

Instructor: Amanda Zuehlke, MSW, APSW, Field Faculty Associate
Class Meeting time: Thursdays 8:30-10:30   Location: School of Social Work, Room 220
Instructor Phone: 414-460-1850 (cell)   Instructor Office Hours: By Appointment
Instructor Email: acsiefert@wisc.edu
Credits: 2 graduates; 3 undergraduates
Instructional Mode: Face-to Face

Canvas Course URL: https://canvas.wisc.edu/courses/87704

I. Course Description

Social welfare issues from national and local perspective, research, and foster care practice.
Attributes and Designations: (S-I) For Undergraduates, this course counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students.
Requisites: Jr st and Social Work major, open to special students
How credit hour is met: This class meets for one 120 minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc) for about 4 hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work. Undergraduates enrolled for 3 credits are expected to complete additional requirements for each assignment as outlined in this syllabus.

II. Course Overview

SW656 focuses on advanced social work practice issues and roles at all levels in regard to the unique multi-family, multi-system circumstances of out-of-home care placement of children. It assesses family foster care, formal kinship care, and adoption at national, state and local levels, reviewing trends, issues, policy, law, research and practitioner and consumer experiences to assist the student to develop ethical and effective approaches for professional social work. SW656 emphasizes social work values-based, respectful, effective, and empowering practice with, and on behalf of, the parties involved in these child welfare services. Its content on separation and loss, placing practices and visit design, multi-family contracting, significance of biological family ties, parent associations and community/agency interventions on behalf of families is applicable for other children's services and situations. SW656 meets the Advanced Practice requirement of the Children, Youth & Families Concentration and is required for Title IV-E traineeship recipients in the Advanced Year.

The course uses lecture, discussion, case illustration, presentation, guest interviews and media, to study family foster care, kinship care, and adoption in depth, to compare recommended practice with current practice, and to develop a framework for professional social work practice.

III. Learning Outcomes: Competency Descriptions and Dimensions

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

WEEK 1: January 25, 2018

Topics:
- *Introduction to SW656, Syllabus, and Course Expectations*
- *Introduction to the History of Child Welfare and Out-of-Home-Care in the United States*
- *History of Child Placing*

Required Reading & Viewing:
- Reimer, Daniela. (2010) "Everything was strange and different'. Young adults' recollections of the transition into foster care." *Adoption & Fostering*, 34(2), 14-22.
- *"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. (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]

WEEK 2: February 1, 2018

Topics:
- *The Social Work Role in Foster Care, Kinship Care, and Adoption*
- *Types of Out-of-Home Care Placements*
- *What constitutes permanency?*
- *Concurrent Planning*
- *Foster Care Legislation*

In-Class Activities:
- Discussion: Social Work purpose, roles and responsibilities
- Case Study: Permanency & concurrent planning
- Foster Care Legislation Interactive Activity

Required Readings:

- How the Child Welfare System Works. *Child Welfare Information Gateway*. February 2012, 1-9. Retrieved on 05.26.2015 from https://www.childwelfare.gov/pubPDFs/cpswork.pdf
- Major Federal Legislation Concerned with Child Protection, Child Welfare, and Adoption. *Child Welfare Information Gateway*. April 2012, 1-23. Retrieved on 05.26.2015 from https://www.childwelfare.gov/pubPDFs/majorfedlegis.pdf
- Concurrent Planning for Permanency for Children. Child Welfare Information Gateway. November 2012, 1-19. Retrieved on 05.26.2015 from https://www.childwelfare.gov/pubPDFs/concurrent.pdf
- Child Welfare League of America. (2004). *Multiethnic Placement Act: Issue Brief*. Accessed on December 29, 2016 at http://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 December 29, 2016 from the National Indian Child Welfare Association website at http://www.nicwa.org/indian_child_welfare_act/

Supplemental Reading:
- Carbino, R. (2006). Editorial. Family Foster Care: Voices From Around the World. *Families in Society*, 87 (4) 467-468.

WEEK 3: February 8, 2018

Topics:
- *Foster and Kinship Families (Organizations, Agency Services and Relationships)*
- *Foster Care/Kinship Licensing*
- *Recruitment and Retention*

Guest Speakers: Noelle Chambers, MSW, and Nicole Ruder, MSW-- Family Works Treatment Foster Care

Required Readings:
- Wisconsin Department of Children and Families-Chapter DCF 56 Foster Home Care for Children. Retrieved on 01/04/2018 from https://dcf.wisconsin.gov/files/publications/pdf/0131.pdf
- State of Wisconsin Foster Parent Handbook – Read Welcome, Chapter 1 (Foster Care Overview), Chapter 2 (Expectations of Foster Parents), Chapter 3 (Caring for Children in Foster Care), and Chapter 5 (Foster Family Self Care).
- 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.

Supplemental Readings:
- 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. "Keeping foster children connected to their biological parents: The impact of foster parent training and support." *Child and Adolescent Social Work Journal*, 17(3), June, 2000, 185-203.

- Nash, J., & Flynn, R. J. (2009). Foster-parent training and foster-child outcomes: An exploratory cross-sectional analysis. *Vulnerable Children & Youth Studies*, 4(2), 128-134.
- Pasztor, E.M. & McFadden, E.J. Foster Parent associations: Advocacy, support and empowerment. *Families in Society*. 87(4), Oct./Dec., 2006, 483-490.

WEEK 4: February 15, 2018

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

In-Class Activities:
- Discussion: Current trends in out-of-home care
- Case Study: Baby Girl v Adoptive Couple

Required Readings:
- DeFour, M. Number of foster children in Wisconsin is on the rise. *Wisconsin State Journal.* December 30, 2017.
- 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-not-enough-homes.
- Wisconsin Council on Children & Families, Inc., From the Front Lines: Milwaukee's Child Welfare Community Speaks Out, January 2000. Forward & Sections 1-3.

WEEK 5: February 22, 2018

✓ Due: Impact and Barriers of Code on Stakeholders Evaluation

Topics:
- *Separation, Loss and Grief in Child Welfare*

Guest Speaker
- Heather Edge, Licensed Clinical Social Worker

Required Reading:
- Folman, Rosalind D. "'I was tooken.': How children experience removal from their parents preliminary to placement into foster care." *Adoption Quarterly*, 2(2), 1998, 7-35.
- Foster Care and Adoption Resource Center. (2016). What Grief Looks Like for Children & Youth in Foster Care. Retrieved 01/04/2018 from http://ccyf-library.coalitionforcyf.org/index.php

WEEK 6: March 1, 2018

Topics:
- *Race, Ethnicity, Class, Culture, and Intersectionality*
- *Cultural Humility and Implicit Bias in Child Welfare Practice*

In-Class Activities:
- Discussion: Racial disproportionality in child welfare

- Video: This is Us

Required Readings:
- Brown, J. D., Sintzel, J. J., St, A. D., & George, N. N. (2009). Confidence to foster across cultures: Caregiver perspectives. *Journal of Child and Family Studies*, 18(6), 633-642.
- Samuels, G. (2009). Being raised by white people: Navigating racial difference among adopted multiracial adults. *Journal of Marriage and Family*. 71, 80-94.
- DeGruy, J., Kjellstrand, J., Briggs, H., Brennan, E. (2012). Racial Respect and Racial Socialization as Protective Factors for African American Male Youth. *Journal of Black Psychology,* 38(4), 395-420.

Supplemental Reading:
- Boyd, R. (2014). African American Disproportionality and Disparity in Child Welfare: Toward a Comprehensive Framework. *Children and Youth Services Review*. 37, 15- 27
- Crofoot, T.L., Harris, M. S. (2012). An Indian Child Welfare perspective on disproportionality in child welfare. *Children and Youth Services Review*. 34, 1667- 1674
- Clifford, S. and Greenberg, J.S. Foster Care as Punishment: The New Reality of 'Jane Crow'. July 21, 2017. The New York Times.

WEEK 7: March 8, 2018

Topics:
- *Sexual and Gender Minority Youth in Out- of- Home Placement*

Guest Speaker: June Paul, MSW, Doctoral Candidate and Graduate Research Fellow, Institute for Research on Poverty

Required Readings:
- Wilson, B.D.M., Kastanis, A.A. (2015). Sexual and gender minority disproportionality and disparity in child welfare: a population based study. *Children and Youth Services Review*. 58, 11-17
- Mountz, S. (2011). Revolving doors: LGBTQ youth at the interface of the child welfare and juvenile justice systems *LGBTQ Policy Journal*. Retrieved from the Harvard Kennedy School's policy journal website at http://www.hkslgbtq.com.
- Love, A. (2014). A room of one's own: Safe placement for transgender youth in foster care. *New York University Law Review, 89*, 2265-2300.

Supplemental Readings:
- Child Welfare League of America. (2006). *Best Practice Guidelines for Serving LGBT Youth in Out-of Home Care* (1st ed.) Washington DC: Author.
- Human Rights Campaign. All Children, All Families. Caring for LGBTQ Children & Youth: A Guide for Child Welfare Providers. Retrieved on 01/04/2018 from https://www.hrc.org/resources/all-children-all-families-caring-for-lgbtq-children-youth

WEEK 8: March 15, 2018

Topics:

- *Kinship Care*
- *Biological Parent and Family*
- *Maintaining Familial Connections*

In-Class Activities:
- Case Study
- Discussion: Benefits & limitations to placing with kin

Required Readings:
- State of Wisconsin Foster Parent Handbook – Read Chapter 4 (Developing and Maintaining Family Connections)
- Child Welfare League of America. May 2016. Kinship Caregivers and the Child Welfare System. Retrieved on 01/04/2018 from https://www.childwelfare.gov/pubPDFs/f_kinshi.pdf
- 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.
- McWey, L.M.; Acock, A.; Porter, B.E. The impact of continued contact with biological parents upon the mental health of children in foster care. *Children and Youth Services Review*, Vol. 32 (10) 2010, 1331-1337

Supplemental Readings:
- Wells, K. A narrative analysis of one mother's story of child custody loss and regain. *Children and Youth Services Review,* Vol. 33 (3) 2011, 439-447.
- Wells, K.; Marcenko, M.O. Introduction to the special issue: Mothers of children in foster care. *Children and Youth Services Review*, Vol. 33 (3) 2011, 419-423.

WEEK 9: March 22, 2018

Topics:
- *Aging Out of Foster Care*
- *Independent Living Skills (ILS) - Trends & Issues*

Guest Speakers: Marybeth Wilk, Dane County Human Services

Required Readings:
- Collins, M.E., Spencer, R. & Ward, R. Supporting youth in the transition from foster care: Formal and Informal connections. <u>Child Welfare</u>. 89(1). 2010, 125-143.
- Courtney, M. E., & Dworsky, A. (2006). Early outcomes for young adults transitioning from out-of-home care in the USA. *Child & Family Social Work*, *11*(3), 209-219.
- Fox, Adair, & Jill Duerr Berrick. "A response to *No One Ever Asked Us*: A review of children's experiences in Out-of-Home Care." <u>Child and Adolescent Social Work Journal</u>, 24(1), February 2007, 23-51.
- Schofield, G., & Beek, M. (2009). Growing up in foster care: providing a secure base through adolescence. *Child & Family Social Work*, 14(3), 255-266.

Supplemental Readings:

- State of Wisconsin, Dept. of Children and Families. (2008). *Independent Living Executive Summary Report.*
- 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.

March 29, 2018

No Class-Enjoy Spring Break ☺

WEEK 10: April 5, 2018

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

In-Class Activities:
- Video: ReMoved
- Discussion: Keeping siblings in out- of- home care connected

Required Readings:
- Palmer, S., Durham, D., & Osmond, M. (2014). Therapeutic Visiting in Treatment Foster Care. *Child Welfare*, 93(4), 25- 52.
- Sibling Issues in Foster Care and Adoption. Concurrent Planning for Permanency for Children. *Child Welfare Information Gateway*. January 2013, 1-21. Retrieved from https://www.childwelfare.gov/pubPDFs/siblingissues.pdf
- Cohn, M., & Ariyakulkan, L. (2008). The importance of the sibling relationship for children in foster care. Permanency and Family Connections, Silberman School of Social Work at Hunter College, (updated 2012), 1-10.
- New York State Office of Children and Family Services White Paper (2007). *Keeping Siblings Connected*. "Practice recommendations for sibling visits." 2007, 12-15.

WEEK 11: April 12, 2018
✓ ***A Child's Journey Through Placement* Reaction Paper Due**
Topics:
- *Youth in Out-of-Home Care*

Guest Speaker: Former Foster Youth Panel

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.
- Strolin-Groltzman, J., Kollar, S., and 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 12: April 19, 2018

Topics:
- *Adoption Identity and Developmental Stages*
- *Attachment and Bonding*
- *Openness in Adoption*

Guest Speaker: Alice Egan, MSSW, Field Faculty

Required Readings:
- 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.
- 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.
- 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.
- Smith, D., & Brodzinsky, D. (2002). Coping with birthparent loss in adopted children. *Journal of Child Psychology and Psychiatry*. 43(2), 213-223.

WEEK 13: April 26, 2018

Topic:
- *Special Issues in Foster Care & Kinship Care*
- *Practice Issues for Foster Care & Kinship Care*
- *Placement Stability, Permanence, and Best Practice*
- *Post Adoption Services*

Guest Speaker: Clinical Professor Audrey Conn, MSW, APSW, Field Director

Required Readings:
- Akin, R., A. Predictors of foster care exits to permanency: A competing risks analysis of reunification, guardianship, and adoption. Univ. of Kansas. 2010, p245-254.
- Coakley, J. & Berrick, J. "Research Review: In a rush to permanency: preventing adoption disruption." Child and Family Social Work, 13, 2008, 101-112.
- Livingston Smith, S., Howard, J., Garnier, P. & Ryan, S. "Where Are We Now? A Post-ASFA examination of adoption disruption." Adoption Quarterly, 9(4), 2006, 19-44.
- 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.

Supplemental Readings:
- 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.

- 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) Child Well-Being Adoption Disruption and Dissolution Report, 2010, 1-53.
- 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.

WEEK 14: May 3, 2018
- ✓ **Paper and Poster Presentation: Analysis of Current Topic or Best Practice in Out of Home Care**

Course Evaluations
Wrap- up

V. Texts and Reading Material for the course:
The following required textbook is available for purchase online, or on reserve in the Social Work Library:
- Fahlberg, Vera I. (2012). A Child's Journey Through Placement. London: Jessica Kingsley Publishers.

Additional readings are available through Course Canvas site. Periodically, I will post additional articles to the course website—these readings will be recommended rather than required. Other course material (e.g., handouts, further instructions on course assignments, etc.) will be posted to the course website. It is essential that you check the course website frequently for both required and recommended course material.

Throughout the semester we will incorporate media reports on out-of-home-care. We will review these samples of media reports. Students are encouraged to share articles and news reports they have found pertaining to the designated week's topics. The class will discuss how these portrayals do and do not match up with what we have learned.

VI. Evaluation: Assignments, Grading and Methods

Grading Scale & Standards:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, surpasses expectations in all areas
88-93	AB	Surpasses expectations in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in some areas; below in others
70-75	C	Below expectations in most areas
64-69	D	Below expectations in all areas
<64	F	Fails to meet minimal expectations in all areas, not acceptable

Assignments

Assignment	Points
Impact & Barriers of Code on Stakeholders Evaluation	25 points
A Child's Journey Through Placement Reaction Paper	25 points
Analysis of Best Practice Poster Presentation	35 points
Class Participation	15 points
Total Points	**100 points**

1. **Impact and Barriers of Code on Stakeholders**
   Please note: A copy of *Administrative Code DCF 56 Foster Home Care for Children* can be found at https://dcf.wisconsin.gov/files/publications/pdf/0131.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 children in foster care, 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. If you are taking this course as an undergraduate student (for 3 credits), please select three populations (stakeholders) to consider. You may not consider a population where you are currently a member or were previously a member. For example, if you were previously a child in foster care do not select this population. This exercise is intended to evaluate the potential impact on others. Do not include your own personal and professional experiences. Give specific examples of the ways the code could impact stakeholders. These may be positive, negative, or both.

   Papers should be written in a clear, concise, and professional in nature. The paper should be no more than 4 pages long. If you are taking this course as an undergraduate student (for 3 credits), the paper should be no more than 5 pages long. When referencing a specific aspect, cite the part of the code you are referring to [for example: 56:09 (1m)] and include the page number(s) if you are addressing multiple aspects. Be sure to discuss how that portion of the code impacts the stakeholder. An APA citation is not required for this paper.

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

2. *A Child's Journey Through Placement* **Reaction Paper**
   Students are expected to read the book, A Child's Journey Through Placement, during Weeks 1- 10 of the semester and write a reaction paper. This 6-7 page (7-8 pages for undergraduate students taking this course for 3 credits) paper is intended to explore practice issues in foster care as portrayed by the author.
   Part 1: Students should choose one case example from the book. Using this case, identify and describe **one** striking ethical dilemma related to social work practice in out-of-home-care. How

might you have dealt with this issue as a social worker assigned to work with the child, birth parent, or foster parent?

Part 2: Students should choose **a different** case example from the book and describe systemic factors that affected services to the child or family or outcome of the case. How might practice have been changed in the absence of these systemic influences? Suggest potential solutions for each systemic factor you identified.

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

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

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

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. If you are taking this course as an undergraduate student (for 3 credits), it is expected that a minimum of ten references will be used; seven of which must be resources outside of what is already being used in the course. Look to empirical research. Interviews may be used, but not extensively. An exception is made if you interview an expert on your topic. Expect that your interviewee may be contacted by the faculty member to verify information. Interviews should be cited within the text of your paper. Please provide a phone number or email address along with your citation.

Your own professional experiences may only be used minimally and anecdotally. You must identify the relevance and importance of your chosen topic related to social work practice and policy. Go beyond your own professional or agency experience. It is expected that 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/

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

4. Class Participation
Active participation in class is **required**. Active participation consists of having completed readings and other assignments, the ability to integrate social work concepts with experiences AND the ability to engage fully in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues). It also includes arriving to class on time and remaining present for the duration of the class. This includes attentive non-verbal behavior and offering comments relevant to course dialogue. It also includes be respectful towards others in the class (not talking nor whispering while others are talking). This indicates to others that you appreciate their point of view even if you do not agree with it. Participation can be challenging for some students. Please see me EARLY in the semester if you need any assistance in this or any other areas. I will try very hard to create a comfortable and open class where everyone feels comfortable speaking their mind and respects the opinions of others.

Criteria for Assignments
Before turning in any assignment, consider if the following criteria are met:
1. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes and paraphrases appropriately identified a clear connection to course ideas/readings. Critical and individual thought is evident.
3. Organization, clarity, logical flow, completed as required.
4. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
5. Has introduction and conclusion, unless otherwise stated.
6. Has depth, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.
8. Completed on time.

General Requirements for Papers:
1. Submit a cover sheet with each paper, that includes your Name, identifies the course (SW656, Zuehlke), and the assignment (for example Reaction Paper).
2. Papers should be double spaced, 12-point Times New Roman font, and standard margins.

3. Papers should be placed in the CANVAS Dropbox <u>prior to class on the due date</u>. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the dropbox by the time it is due.
4. Assignments are due on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor <u>prior</u> 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)

<u>Note about grading:</u> 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.

<u>Note about Consultation & Feedback:</u>
This instructor is available to assist your learning and to discuss any aspect of the course or your work. Feedback and suggestions for improving this course are welcomed. This instructor does maintain practice in the field so please plan ahead and allow time for the scheduling of consultation, email responses or phone contacts.

VII. Course Policies:

<u>Code of Ethics, Student Rights and Responsibilities & Plagiarism</u>**:**
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.

<u>Student Behavior Policy & Classroom Climate</u>
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. 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.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

Attendance Policy:
This course is highly interactive and attendance is required. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester. Arriving late to class or leaving class early, without prior approval from the instructor, will result in an unexcused absence. Two points will be deducted from your participation grade for each unexcused absence incurred.

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.

Written Assignment Policy
All written assignments are to be either typed or computer-generated. All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted.   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 three points for each day they are late.**

Disability Accommodations
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students requiring accommodation, as approved by the McBurney Center, are expected to provide me 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. 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. For more information, please contact the McBurney Center at https://mcburney.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.

Use of Electronic Devices in the Classroom

A minimal level of external distractions is essential to a productive learning environment. Cellphones, smart phones, iPods, iPads, laptops and any other electronic devices <u>are not to be used</u> during class except in unusual circumstances and with the consent of the instructor. Failure to comply with this policy will impact the participation grade for students.

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

Plagiarism

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

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

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

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

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

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student's Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student's Office when imposing any of these sanctions. This action is taken so the Dean of Student's Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:
 http://www.students.wisc.edu/doso/docs/UWS14.pdf

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

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
2.1.2 Engage Diversity and Difference in Practice 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.	Lecture, readings, discussion, video, small group activities exploring dimensions of diversity and the intersectionality of multiple factors related to (K, S, V, C & A): • The history of Foster/ Kinship Care • Diversity in Foster/ Kinship Care • Understanding racial disparities & disproportionality in Child Welfare • Cultural considerations in out- of- home Care • Identifying how agencies support children's cultural identities in out-of- home care • Video: *Orphan Trains* • Video: *Indian Boarding Schools* • Video: *This is Us.* Guest Lecture: Sexual and Gender Minority Youth in Out- of- Home Care (K, V, S, C & AP) Assignment: *A Child's Journey Through Placement* Reaction Paper (K, V, S, C & AP) Assignment: Best Practice Paper & Poster Presentation (K, S)	Week 1 Week 1- 14 Week 6 Week 6 Week 4 Week 1 Week 1 Week 6 Week 7 Pg. 10 Pg. 11
2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities. Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area.	Lecture, readings, small and large group discussion, case studies, videos and exercises covering engagement related to (K, S, V, C & A): • Working with individuals & families involved in the child welfare system • Agency & worker's responsibilities • Permanency & concurrent planning • Best practice in adoption Guest Speakers: Former Foster Youth Panel Assignment: Best Practice Paper & Poster Presentation (K, S)	Weeks 1-3 Weeks 1-3 Week 2 Week 13 Week 11 Pg. 11

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities 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	Lecture, readings, small and large group discussion, case studies, videos and exercises covering assessment related to (K, S, V, C & A): • Foster, Kinship, Adoptive Care • Agency & worker's responsibilities • Permanency & concurrent planning • Separation, grief, and loss for children in foster & kinship care • Attachment assessment • Assessing child/ adolescent needs and strengths Guest Speaker: Attachment & Bonding (K, V, S, C & AP) Assignment: *A Child's Journey Through Placement* Reaction Paper (K, V, S, C & AP) Assignment: Best Practice Paper & Poster Presentation (K, S)	Weeks 1-14 Weeks 1- 3 Weeks 1-3 Week 4 Weeks 4& 12 Week 2 Week 12 Pg. 10 Pg. 11
2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.	Lecture, readings, small and large group discussion, case studies, videos and exercises covering intervention related to (K, S, V, C & A): • Foster, Kinship, Adoptive Care • Agency & worker's responsibilities • Permanency & concurrent planning • Types of out- of- home placements • Foster, kinship, adoptive care legislation • Current trends & child welfare practices Guest Speaker: Independent Living Programs (K, V, S, C & AP) Guest Speaker: Best Practices in Adoption (K, V, S, C & AP) Assignment*: A Child's Journey Through Placement* Reaction Paper (K, V, S, C & AP) Assignment: Best Practice Paper & Poster Presentation (K, S)	Weeks 1- 14 Weeks 1- 3 Weeks 1- 3 Weeks 2& 3 Weeks 2& 3 Week 4 Week 10 Week 13 Pg. 10 Pg. 11
2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	Lecture, readings, small and large group discussion, case studies, videos and exercises covering evaluation related to (K,	

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
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.	S, V, C & A): • Foster, Kinship, Adoptive Care • Agency & worker's responsibilities • Permanency & concurrent planning • Foster, kinship, adoptive care legislation • Current trends & child welfare practices Assignment: Impact & Barriers of Code on Stakeholders' Evaluation (K, V, S) Assignment: *A Child's Journey Through Placement* Reaction Paper (K, V, S, C & AP) Assignment: Best Practice Paper & Poster Presentation (K, S)	Weeks 1- 14 Weeks 1- 3 Weeks 1- 3 Weeks 2& 3 Weeks 2& 3 Week 4 Pg. 10 Pg. 11

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