

SOCIAL WORK 316: Child Welfare
3 credits, Spring 2024
Tuesday & Thursday 8 AM to 9:15 AM
SCI A207

Land Acknowledgement

I recognize the University of Wisconsin – Stevens Point occupies lands of the Ho-Chunk and Menominee people.
Please take a moment to acknowledge and honor the ancestral Ho-Chunk and Menominee land,
and the sacred land of all indigenous people.

Instructor: Kate Kipp, MSSW, APSW

Office: Main campus, SCI B343
Wausau campus, South Hall 85C

Office Hours: Mondays: 9 AM to 1 PM*
Tuesdays: 11:30 AM to 2 PM*
*Bookings link is in Canvas. Office hours are in Zoom

Email: kkipp@uwsp.edu

Required text

Royse, David and Griffiths, Austin. (2020). *Child Welfare and Child Protection*. San Diego, CA: Cognella.

Course Pre-Requisites: Sociology 261, Sociology 101 and acceptance to the social work program.

Community (including Student) Rights & Responsibilities Website:

https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf

I. Course Description & Learning Goals

Description

This course prepares social work students to navigate the complex and challenging work involved in child welfare. Students will learn the history and current policies, statutes, and best practices that have and continue to shape child welfare in Wisconsin. Students will use the model of planned change to skillfully engage, assess, and intervene with families in child welfare. Students will complete currently utilized (eWISACWIS) templates to practice professional writing for social work meetings, multi-disciplinary meetings, and court reports.

Learning Goals

It is the overall goal of the course to provide students the research and tools to assess, engage, and intervene effectively and ethically with people involved in the child welfare system. Additionally, students will:

- Understand the history of child welfare in America.
- Identify and describe three (3) causes of child maltreatment.
- Assess a family for present and impending danger threats as well as resilience (micro, mezzo, macro).

- Design family-specific case plans using risk assessment outcomes and the strengths perspective.
- Identify the key policies and statutes guiding child welfare and juvenile justice.
- Assess child-parent-foster parent dynamics to create appropriate visitation plans to manage dynamics and safety.
- Intervene with families using culturally appropriate, strengths-based, best practices (interventions) that encourage safety and improved family functioning.

II. CSWE Core Competencies & Practice Behaviors Taught in this Course

The following table contains the competencies and practice behaviors developed by the Council of Social Work Education (CWSE). When we intentionally teach and employ the competencies and behaviors through lecture, discussion, independent and group projects, research, and practice; we are becoming ethical, skilled, and empowering social workers. The competence and behaviors we will address as a class are in the table below. The table below does NOT contain all CWSW practice behaviors, only those applicable to our coursework.

Competencies Addressed	Practice Behaviors Addressed	Content Area(s)
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and • use technology ethically and appropriately to facilitate practice outcomes. 	Week(s) 5, 6, 7, 8, 11, 14, 15 Course Work MR RP
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice 	Week(s) 2, 5, 7, 8, 9, 10, 11, 14
Competency 3: Engage anti-racism, diversity, equity, and inclusion in practice (ADEI).	<ul style="list-style-type: none"> • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences • Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. 	Week(s) 2, 5, 7, 8, 9, 10, 11, 14 Course Work RP IAL

<p>Competency 4: Engage in Practice-informed Research and Research-informed Practice</p>	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery. 	<p>Week(s) 4, 5, 6, 7, 8, 9, 10, 11, 13, 14</p> <p>Course Work RP</p>
<p>Competency 5: Engage in Policy Practice</p>	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; and • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	<p>Week(s) 2, 5, 7, 9</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	<p>Week(s) 5, 6, 10, 11, 15</p> <p>Course Work IAL & RP</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	<p>Week(s) 3, 5, 6, 7, 8, 10, 11, 13, 14</p> <p>Course Work MR IAL RP</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; 	<p>Week(s) 3, 4, 5, 6, 7, 9, 13, 14</p> <p>Course Work MR IAL RP</p>

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	<ul style="list-style-type: none"> Select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels 	Week(s) 6, 7, 8, Course Work MR IAL RP
MR = Mandated Reporter Training IAL = Integration & Applications of Learning Paper I, II RP = Research Project: Annotated Bibliography Parts I, II, III		
Source: Council on Social Work Education https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx		

III. Course Content

Course Assignments:

Students will be required to complete one discussion post, one reflection papers, two application and integration of learning papers, and a three-part research project. The specific requirements of each assignment are contained in Section V of this syllabus and posted in Canvas. The purpose of the assignments and final presentation is to think critically, analyze and apply learning and experiences. All written assignments must be submitted via Canvas.

Course Work:

Attendance & Engagement	150 points
Discussion Post for research idea	10 points
Mandated Reporter Training	10 points
The Truth Podcast Reflection Paper	10 points
Application & Integration Projects	40 points
Research Project: Annotated Bibliography	120 points
Final Exam	100 points

Grading Scale:

A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

IV. Course Policies

Support for Students Requiring ADA Accommodations

UWSP and this instructor support a student's need to request academic accommodations due to disabilities. Please inform me during the first week of semester of any special accommodations a student believes will be needed for meeting class expectations. A copy of the Accommodation Request Form from the Disability and Assistive Technology Center must be given to the instructor within the first two week of the semester so that any needed accommodations can be made. Accommodations will not be made without a completed Accommodation Request Form. Additional information can be gathered from the Center:

<https://www.uwsp.edu/disability/Pages/faculty/accomodations.aspx>

Attendance and Engagement

Attendance and engagement are integral components of this course. As your instructor, I believe in the value of collaborative learning and the diverse perspectives each student brings to class. Therefore, attendance will be taken at the beginning of each class. Students present when the class begins will earn full points. Students arriving late will receive partial points. Consistent engagement includes active participation in class discussions, group work, and any other interactive elements designed to enrich your understanding of course material.

Assignment Policy for Late Papers and Incompletes:

Students are expected to complete course work by the date and time that it is due. The instructor will check the Dropbox to determine that if work was submitted the required due date/time. The instructor will NOT grade late work that is submitted to Canvas unless an alternate due date has been negotiated. Students are responsible to contact the instructor to negotiate an alternate date. The instructor will determine if an alternate due date is appropriate. **Students who send an email seeking an extension for an assignment due the same day are unlikely to receive an extension.**

An incomplete may be given only when the student has been in full attendance, has demonstrated satisfactory work (C level work or better), and can furnish evidence to the instructor the work cannot be completed due to illness or other reasonable circumstances beyond the student's control.

Plagiarism:

It is a requirement that all work *not* original will be properly referenced. Students MUST CITE ANY AND ALL work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Confidentiality:

We will respect the stories, concerns, comments and questions shared in the learning space by not taking them out of the space. We will maintain a professional standard of confidentiality in our learning space. Our online learning space is a safe place for learning, inquiring, and expression.

Professional Communication

Students will utilize professional writing skills when communicating with the instructor by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review.

Students who send emails that are received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day. The instructor will not check emails after 4:30 PM on weekdays or during the weekend.

Class Modality Change

The spring semester is notorious for winter weather. The instructor will move the class to Zoom in the event of hazardous driving conditions. The instructor will attempt to move class to Zoom with as much warning as possible, however, it may be as late as 7 AM on the day of class. PLEASE check your email and Canvas notifications frequently when winter weather advisories or storms are predicted.

V. Social Work Program Academic and Professional Expectations

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as developing a plan for improvement or delaying participation in social work field.

Value	How Value is Demonstrated
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none">• Use basic courtesy in interactions with others• Refrain from behaviors that interfere with the learning process• Speak and behave in ways that show respect for persons with individual differences or members of diverse communities
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none">• Develop and maintain positive working relationships with others• Demonstrate respect for others• Engage in effective communication• Accept responsibility for own behavior• Use appropriate problem-solving and conflict resolution skills
INTEGRITY	<ul style="list-style-type: none">• Complete their own work• Maintain academic and professional honesty in all interactions
COMPETENCE	<ul style="list-style-type: none">• Attend classes and meetings on time• Remain attentive in class and meetings• Read all assigned materials• Produce quality work• Submit work on time• Prepare for meetings, presentations, and exams• Respectfully give and receive feedback
SERVICE	<ul style="list-style-type: none">• Engage in learning opportunities to strengthen professional development• Actively participate in service opportunities on campus and in the community
SOCIAL JUSTICE	<ul style="list-style-type: none">• Recognize that discrimination and oppression exist• Acknowledge their own bias and privilege• Advocate for social, economic, and environmental change• Listen to and honor the voices of others

VI. Detailed Course Outline

Week	Content Area & Assignments
Week 1 01/22/2024	<p><u>This week, we will cover:</u> Introduction to course, syllabus review, introductions</p> <p>History of Child Protection in the US</p> <p><u>Please read, listen to or review:</u> CPS in Wisconsin video (47 minutes)—the link is in the Canvas Module</p>
Week 2 01/29/2024	<p><u>This week, we will cover:</u> History of Child Protection in the US Child Abuse and Neglect in the US</p> <p><u>Please read, listen to or review:</u> Chapters 1 & 2 of the text</p> <p>Wisconsin Mandated Reporter Training, due 02/04/2024 at 11:59 PM. https://media.wcwpds.wisc.edu/mandatedreporter/</p>
Week 3 02/05/2024	<p><u>This week, we will cover:</u> Examining the Causes of Child Maltreatment Annotated Bib Writing Workshop If there is enough time, Access and Initial Assessment</p> <p><u>Please read, listen to or review:</u> Chapter 3 of the text</p> <p>The Truth Reflection paper is due 02/11/2024 at 11:59 PM.</p> <p>Post research topic in the Discussion Board – due 02/11/2024 at 11:59 PM.</p>
Week 4 02/12/2024	<p><u>This week, we will cover:</u> Access and Initial Assessment</p> <p><u>Please read, listen to or review:</u> Chapter 4 of the text</p> <p>Wisconsin Access & Initial Assessment Standards https://def.wisconsin.gov/files/cwportal/policy/pdf/access-ia-standards.pdf</p>

<p>Week 5 02/19/2024</p>	<p><u>This week, we will cover:</u> Initial Assessment</p> <p><u>Please read, listen to or review:</u> Chapter 4 of the text</p> <p>Wisconsin CPS Process https://dcf.wisconsin.gov/files/cps/pdf/cps-processoverview.pdf</p> <p>Wisconsin Access & Initial Assessment Standards https://dcf.wisconsin.gov/files/cwportal/policy/pdf/access-ia-standards.pdf</p> <p>Wisconsin Safety Standards https://dcf.wisconsin.gov/files/cwportal/policy/pdf/safety-intervention-standards.pdf</p> <p>Wisconsin State Statutes Chapter 48 https://docs.legis.wisconsin.gov/statutes/statutes/48</p> <p>Wisconsin State Statutes Chapter 948 https://docs.legis.wisconsin.gov/statutes/statutes/948</p> <p>Application & Integration Paper: Initial Assessment due 02/25/2024 at 11:59 PM.</p>
<p>Weeks 6-8 02/26/2024 03/04/2024 03/11/2024</p>	<p><u>This week, we will cover:</u> Qualitative Family Assessment</p> <p>Also listen/watch content as listed in Canvas Module.</p> <p>Wisconsin Ongoing Services Standards https://dcf.wisconsin.gov/files/cwportal/policy/pdf/ongoing-services-standards.pdf</p>
<p>Week 6-8 02/26/2024 03/04/2024 03/11/2024</p>	<p><u>This week, we will cover:</u> Case Plans Ongoing services</p> <p><u>Please read, listen to or review:</u> Chapter 5 of the text</p> <p>Wisconsin Ongoing Services Standards https://dcf.wisconsin.gov/files/cwportal/policy/pdf/ongoing-services-standards.pdf</p> <p><u>Assignment</u> Annotated Bibliography Part I: Engagement due 03/10/2024 by 11:59 PM.</p>

<p>Week 9 03/25/2024</p>	<p><u>This week, we will cover:</u> Resilience and Interventions Risk Assessments</p> <p><u>Please read, listen to or review:</u> Chapter 7 of the text</p> <p>Risk Assessment in CPS https://www.chhs.colostate.edu/ssw/wp-content/uploads/sites/7/2018/11/2014_03_25co-safety-risk-tools-final-report-csu-rev-jan-2014.pdf</p>
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<p>Week 10 04/01/2024</p>	<p><u>This week, we will cover:</u> Permanency</p> <p><u>Please read, listen to or review:</u> Chapter 6 of the text</p> <p>Adoption and Safe Families Act https://www.congress.gov/105/plaws/publ89/PLAW-105publ89.pdf</p> <p>Permanency Round Table https://dcf.wisconsin.gov/cwportal/permanency/prt</p> <p>Assignment: Application & Integration Paper II is due 04/07/2024 at 11:59 PM.</p>
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<p>Week 11 04/08/2024</p>	<p><u>This week, we will cover:</u> Foster Care</p> <p><u>Please read, listen to or review:</u> Chapter 10 of the text</p> <p>Families First Prevention Services Act (2018) https://www.ncsl.org/research/human-services/family-first-prevention-services-act-ffpsa.aspx</p>
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<p>Week 12 04/15/2024</p>	<p><u>This week, we will cover:</u> The Juvenile Court</p> <p><u>Please read, listen to or review:</u> Chapter 8 of the text</p> <p>Wisconsin State Statutes: Chapter 938 https://docs.legis.wisconsin.gov/statutes/statutes/938</p> <p>Wisconsin's Youth Justice Risk Assessment: YASI https://dcf.wisconsin.gov/files/cwportal/yj/pdf/yasi-plan.pdf</p> <p>YASI: Validation https://www.criminaljustice.ny.gov/opca/pdfs/YASI-Long-Term-ValidationReport.pdf</p>
<p>Week 13 04/22/2024</p>	<p><u>This week, we will cover:</u> Current federal and state child welfare policies Alternative Response, diversion</p> <p><u>Assignment</u> Annotated Bibliography Part II: Intervention due 04/28/2024 at 11:59 PM.</p>
<p>Week 14 04/29/2024</p>	<p><u>This week, we will cover:</u> Working on a CPS Team</p> <p><u>Please read, listen to or review:</u> Chapter 11 of the text</p>
<p>Week 15 05/06/2024</p>	<p><u>This week, we will cover:</u> Catch up on whatever is left OR Professionalism, Finding Balance</p> <p><u>Please read, listen to or review:</u> Chapter 12 of the text</p>
<p>Final</p>	<p>Exam is ONLY OPEN between Monday, 05/13/2024 at 12 AM until Tuesday, 05/14/2024 at 11:59 PM.</p>

V. Assignment Requirements & Details

Mandated Reporter Training

Please go into the Canvas assignment module for Mandated Reporter Training. Access the link provided and successfully complete the Wisconsin Mandated Reporter Online Training. The training should take less than two hours. Once you complete the course, either take a photo of the “successfully completed” screen or wait for your certificate of completion to be emailed (may take up to two days). Upload either the photo or the certificate into Canvas. This is worth ten points.

Reflection Paper: The Truth Podcast

The purpose of the reflection paper is to further explore the issues being addressed in class, to develop reflective writing skills, and to allow opportunities for relating personal values and experiences to social work issues.

A reflection paper should capture *your assessment* of *your* current knowledge, beliefs, values, and attitudes concerning the assigned topic. **The reflection paper should not summarize** the information presented in the course but should challenge, further develop, or apply the information presented.

Listen to the Strangers Podcast episode, The Truth. The podcast release date was 10/28/2016. It is one of only a few free podcasts that are available to non-Patreon listeners. The link is in the Canvas module.

This is a difficult podcast to listen to, and I would encourage you NOT to listen with children present. After you listen to the podcast, write a two to three-page reflection paper. Consider the following questions as you write your reflection paper:

1. What did you think and feel during the different parts of the story? What was hard to make sense of? Did your emotions change during the story? Did your assessment of the abuse change during the story?
2. How did this story impact your perspective on families involved in the child protective services system?

Reflection papers must be two to three pages (double spaced) in length with standard margins and 12-point font. Each reflection paper is worth 10 points.

Grading scheme

Grammar and sentence structure	5 points
Quality of reflection	5 points

Application and Integration Papers I, II

The purpose of the papers is to apply and integrate classroom learning in an experiential way. Students will be provided with a CPS case study to read. Students will then be provided with a simplified eWISACWIS template to complete. The case study will NOT have all the information needed to complete all of content areas on the form.

Paper I: Initial Assessment

Read the case study included in the Canvas assignment module. Read the case study, and review the simplified eWISACWIS Initial Assessment template. You will need additional information to thoroughly complete a

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narrative or scoring section of the template. At the close of your narrative include SEVEN additional questions you would ask of a case participant to complete the section of the assessment. Keep in mind the strengths perspective, as well as the use of open-ended questions when writing your seven questions. Our Canvas module has additional information to guide your work on this assignment.

Paper II: Case Plan

Read the case study included in the Canvas assignment module. Read the case study, and then download and complete the Case Plan template. You might need additional information to thoroughly complete a narrative or scoring section of the template. If additional information is needed, include additional questions you would ask of a case participant to complete the case plan. Keep in mind the strengths perspective, as well as the use of open-ended questions when writing your questions. Our Canvas module has additional information to guide your work on this assignment. Your case plan must include TWO qualitative assessments, and a quantitative assessment.

Both of these assignments are graded as either Complete (14 points or more) or Incomplete (13 points or less).
Grading scheme:

Grammar and sentence structure:	5 points
Quality of integration and application	15 points

Annotated Bibliography Research Project Parts I and II

The purpose of this assignment is to examine a specific client population of interest, develop research informed practice skills, and apply research to practice, including summarizing and presenting information to others.

Identify a specific client population within child protective services to focus your research on. You will work with the same population for all three parts of the project. Examples of appropriate depth could include child protective services and supporting infants with Failure to Thrive, child welfare and homelessness, foster care with children in child welfare with mental illness, child protective services and substance use disorders. Please feel comfortable to email me with any questions regarding the scope of your project! It is better to work out the scope before digging into the research to learn the scope is too broad/too limited.

We will then create an annotated bibliography for two of the five stages of the planned change process.

Part I: ENGAGEMENT

Identify information and resources relevant to the population as it relates to CLIENT ENGAGEMENT in child welfare/social work practice and create an annotated bibliography in APA format. An annotated bibliography is a list of citations and each citation is then followed by summary of the article and its relevance to your topic.

The annotated bibliography for Engagement will contain:

- Title (client population)
- THREE current articles from academic/professional/peer reviewed journals on social work practice with your chosen client population. The articles must be published within the last seven years.

For example, if a student has selected their topic as families/children who are undocumented and child welfare. During an online journal search, the student finds an article from a professional journal that discusses findings regarding people who are undocumented and their fear of trusting service providers. If the student

were to select this journal article, the student would first write a summary of the article. In the second part of the annotation, the student could discuss what the researchers discovered undocumented people are reluctant to trust (fear of deportation, barriers to services, racism, nativism, etc.) and how understanding those barriers are key to ENGAGING. The student should provide how the student could attempt to overcome the barriers.

Each citation with annotation should be ONE PAGE LONG.

Grading Scheme:

Quality of annotation (3 annotations) (20 points/each) = 60 points

Part II: INTERVENTION

Identify information and resources relevant to the population as it relates to INTERVENTION in child welfare/social work practice and create an annotated bibliography in APA format. An annotated bibliography is a list of citations and each citation is then followed by summary of the article and its relevance to your topic. The annotated bibliography for Intervention will contain:

- Title (client population)
- **THREE** current articles from academic/professional/peer reviewed journals on social work practice with your chosen client population. The articles must be published within the last seven years.

Each citation with annotation should be ONE PAGE LONG.

Grading Scheme:

Quality of annotation (3 annotations) (20 points/each) = 60 points