<u>**SOCIAL WORK 316: Child Welfare**</u>
3 credits
Spring 2022
Mondays, 3 PM to 5:50 PM
120 minutes of asynchronous content

Instructor: Kate Kipp, MSSW, APSW

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Office Hours: Mondays & Wednesdays: 10 AM to 2 PM*
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                         *Office hours can be in-person or virtual (Teams)

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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.

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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	• 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: Engage Diversity and Difference in Practice	• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Week(s) 2, 3, 6, 8, 9, 10, 11, 14 Course Work IAL
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	• 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 4: Engage in Practice-informed Research and Research-informed Practice	• 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.	Week(s) 4, 5, 6, 7, 8, 9, 10, 11, 13, 14 Course Work RP

Competency 5: Engage in Policy Practice	• 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.	Week(s) 2, 5, 7, 9
Competency 6: Engage with Individuals, Families, Groups, Organizations, and	• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	Week(s) 5, 6, 10, 11, 15
Communities	• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Course Work IAL & RP
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	• 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.	Week(s) 3, 5, 6, 7, 8, 10, 11, 13, 14 Course Work MR IAL RP
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	• 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;	Week(s) 3, 4, 5, 6, 7, 9, 13, 14 Course Work MR IAL RP
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	• 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

Class Format:
The course format will include reading from a variety of sources, podcasts, videos, and written work. This class will also have a "laboratory" learning style. Students will work to assess and critically analyze presented information. Students will be required to apply existing knowledge, integrate new concepts and be challenged to critically think.

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 and Participation	140 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	140 points
Presentation	50 points
Final Exam	100 points

Grading Scale:
A	=	94-100	470-500 points	significantly above requirements
A-	=	91-93	455-469 points	
B+	=	88-90	440-454 points	
B	=	84-87	420-439 points	above basic requirements
B-	=	81-83	405-419 points	
C+	=	78-80	390-404 points	
C	=	74-77	370-389 points	meets basic requirements
C-	=	71-73	355-369 points	
D+	=	68-70	340-354 points	
D	=	60-67	300-339 points	below requirements
F	=	59 and below below 299 points		No credit

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Course Assignments:
- Work will be graded on the depth of the content, consideration of social work principles, **development of ideas**, spelling and grammar.
- Professional language will be used.
- All references must appear in a reference list at the end of the paper or PowerPoint.
- APA style must be used to cite within paper.
- Assignments are due on time.

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

Students are expected to attend all days the class is scheduled to meet. The instructor will also take attendance at the beginning of each class.

Excused absences are limited to documentable illnesses, personal or family emergency, or religious observation during class hours.

For any unexcused absence, a student will not receive attendance points (20 points) for the missed class. Students who arrive to class late will receive partial attendance points.

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.

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.

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.

VI. Detailed Course Outline

Week	Content Area & Assignments
Week 1 03/28/2022	This week, we will cover: Introduction to course, syllabus review, introductions Child Welfare in Wisconsin video (Friday) This week, we will cover: History of Child Protection in the US Please read, listen to or review: Chapter 1 of the text
Week 1 03/28/2022 **Asynchronous Content**	This week, we will cover: History of Child Protection in the US (finish if needed) Child Abuse and Neglect in the US Please read, listen to or review: Chapter 2 of the text CPS in Wisconsin video (47 minutes)—the link is in the Canvas Module, Week 1 Wisconsin State Statutes Chapter 48 https://docs.legis.wisconsin.gov/statutes/statutes/48 Wisconsin State Statutes Chapter 948 https://docs.legis.wisconsin.gov/statutes/statutes/948

Week 2 04/04/2022 Synchronous Content	This week, we will cover: Examining the Causes of Child Maltreatment Annotated Bib Writing Workshop If there is enough time, Investigations/Initial Assessment Please read, listen to or review: Chapter 3 of the text **Reflection paper is due 04/07/2022 at 11:59 PM.** **Post research topic in the Discussion Board – due 04/07/2022 at 11:59 PM.** **Wisconsin Mandated Reporter Training, due 04/07/2022 at 11:59 PM.** https://media.wcwpds.wisc.edu/mandatedreporter/
Week 2 04/07/2022 Asynchronous Content	This week, we will cover: Investigations/Initial Assessment Please read, listen to or review: Chapter 4 of the text Strangers Podcast: The Truth http://www.storycentral.org/listen-to-strangers/ Strangers Podcast, The Truth Also access through Apple Podcasts. **Reflection paper is due 04/07/2022 at 11:59 PM.**

Week 3 04/11/2022 Synchronous Content	<u>This week, we will cover:</u> Investigations/Initial Assessment <u>Please read, listen to or review:</u> Chapter 4 of the text Wisconsin CPS Process https://dcf.wisconsin.gov/files/cps/pdf/cps-processoverview.pdf Wisconsin Access & Initial Assessment Standards https://dcf.wisconsin.gov/files/cwportal/policy/pdf/access-ia-standards.pdf Wisconsin Safety Standards https://dcf.wisconsin.gov/files/cwportal/policy/pdf/safety-intervention-standards.pdf Wisconsin State Statutes Chapter 48 https://docs.legis.wisconsin.gov/statutes/statutes/48 Wisconsin State Statutes Chapter 948 https://docs.legis.wisconsin.gov/statutes/statutes/948 **Application & Integration Paper: Initial Assessment is due TBD** **Information on the final presentation will be distributed and reviewed. Students will decide if they prefer to present alone or as a team.
Week 3 04/11/2022 Asynchronous Content	<u>This week, we will cover:</u> Qualitative Family Assessment Also listen/watch content as listed in Canvas Module. Wisconsin Ongoing Services Standards https://dcf.wisconsin.gov/files/cwportal/policy/pdf/ongoing-services-standards.pdf <u>Assignment</u> **Application & Integration Paper I is due TBD.** **Annotated Bibliography: Engagement due 04/14/2022 by 11:59 PM.**

Week 4 4/18/20220 Synchronous Content	<u>This week, we will cover:</u> Case Plans Ongoing services <u>Please read, listen to or review:</u> Chapter 5 of the text Wisconsin Ongoing Services Standards https://dcf.wisconsin.gov/files/cwportal/policy/pdf/ongoing-services-standards.pdf
Week 4 04/18/2022 Asynchronous Content	<u>This week, we will cover:</u> Permanency <u>Please read, listen to or review:</u> Chapter 6 of the text Adoption and Safe Families Act https://www.congress.gov/105/plaws/publ89/PLAW-105publ89.pdf Permanency Round Table https://dcf.wisconsin.gov/cwportal/permanency/prt Assignment: **Application & Integration Paper II is due TBD.**

Week 5 04/25/2022 Synchronous Content	<u>This week, we will cover:</u> Risk Assessments <u>Please read, listen to or review:</u> Chapter 7 of the text 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

Week 5 04/25/2022 Asynchronous Content	<u>This week, we will cover:</u> The Juvenile Court <u>Please read, listen to or review:</u> Chapter 8 of the text Wisconsin State Statutes: Chapter 938 https://docs.legis.wisconsin.gov/statutes/statutes/938 Wisconsin's Youth Justice Risk Assessment: YASI https://dcf.wisconsin.gov/files/cwportal/yj/pdf/yasi-plan.pdf YASI: Validation https://www.criminaljustice.ny.gov/opca/pdfs/YASI-Long-Term-ValidationReport.pdf <u>Assignment:</u> **Annotated Bibliography: Intervention due 04/28/2022 at 11:59 PM.**

Week 6 05/02/2022 Synchronous Content	<u>This week, we will cover:</u> Foster Care <u>Please read, listen to or review:</u> Chapter 10 of the text Families First Prevention Services Act (2018) https://www.ncsl.org/research/human-services/family-first-prevention-services-actffpsa.aspx
Week 6 05/02/2022 Asynchronous Content	<u>This week, we will cover:</u> Alternative Response, diversion <u>Please read, listen to or review:</u> Watch the Alternative Response Orientation from DHS https://wcwpds.wisc.edu/web-based-courses/alternative-response/ Module 1 and Module 2
Week 7 05/09/2022 Synchronous Content	<u>This week, we will cover:</u> **<u>Class presentations</u>** Working on a CPS Team

	Please read, listen to or review: Chapter 11 of the text
Week 14 05/09/2022 Asynchronous Content	This week, we will cover: Catch up on whatever is left OR Professionalism, Finding Balance Please read, listen to or review: Chapter 12 of the text Video/Podcast/Training link to be uploaded in Canvas module.
Final	**Exam is ONLY OPEN between Monday, 05/16/2022 at 12 AM until Tuesday, 05/17/2022 at 11:59 PM.**

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 an *extremely* difficult podcast to listen to. 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 a CPS case study to read. Students will then be provided 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. The case study is called, The Sandra and Jenny Case Study. Read the case study, and review the simplified eWISACWIS Initial Assessment template. You will need additional information to thoroughly complete a 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 III: Case Plan
Read the case study included in the Canvas assignment module. The case study is called, The Michelle and Joshua Case Study. 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 seven questions. Our Canvas module has additional information to guide your work on this assignment.

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, II, III

This purpose of this assignment is to examine a specific client population of interest, develop the 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 of people 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 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.

Students can select a journal article that in some way connects their identified population and engagement. Most students are unable to find articles specific to engagement and their client population-- which is expected. This is where the magic of critical thinking comes in!

For example, if a student has selected their topic as families/children who are undocumented and child welfare. Let's pretend during an online journal search, the student finds an article from a professional journal that talks about undocumented people 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 why undocumented people are reluctant to trust (fear of deportation, barriers to services, racism, nativism, etc.) and how understanding those barriers are key working with undocumented people as their lack of engagement/engagement with worker/system may be misunderstood by such barriers

Each citation with annotation should be ONE PAGE LONG.

Grading Scheme:

Overall Grammar and sentence structure   10 points

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

So, you can truly select any journal article that in some way connects your population and engagement. Lots of students are unable to find articles specific to engagement and their client population-- which is expected. This is where the magic of critical thinking comes in ☺

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:

Overall Grammar and sentence structure   10 points

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

Part III: SHARING YOUR RESEARCH

You may work independently or with a group. You will present information gained through the research completed for the annotated bibliography to our class.

If you work as a group, you will create a theme to your presentation.

More information will be shared in early April about the presentation.

Grading Scheme
To be determined.   This will be shared with you in early April. The point value for the presentation is 50 points.