

SOCIAL WORK 316

Child Welfare

3 credits

Spring 2023

Tuesday & Thursday from 8 AM to 9:15 AM

Instructor: Kate Kipp, MSSW, APSW

Office: B-343 Science

ONLINE Office Hours: 9:30 AM to 1:30 PM on Mondays, Wausau Campus

9:30 AM to 1:30 PM on Tuesdays, Main Campus

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NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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.
- Design family-specific family interaction & safety plans using risk assessment outcomes and the strengths perspective.
- Identify the key Federal policies and Wisconsin State 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 (CSWE). 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 competencies and behaviors we will address as a class are in the table below. The table below does NOT contain all CSWE practice behaviors, only those applicable to our coursework.

CSWE Competency		Demonstrated behaviors for competent practice include:	Assessment for Competency	
Competency 1	Demonstrate ethical and professional behavior.	a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.	Week 5 Week 6 Week 7 Week 8 Week 11 Week 14 Week 15	Mandated Reporter Training Research Project
Competency 2	Advance human rights and social, racial, economic, and environmental justice.	a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Week 2 Week 5 Week 7 Week 8 Week 9 Week 10 Week 11 Week 14	
Competency 3	Engage anti-racism, diversity, equity, and inclusion in practice (ADEI).	a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. 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	Week 2 Week 3 Week 6 Week 8 Week 9 Week 10 Week 11 Week 14	Integration of Learning Papers 1, 2, and 3
Competency 4	Engage in practice-informed research, and research-informed practice.	a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 13 Week 14	Research Project
Competency 5	Engage in policy practice.	a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Week 2 Week 5 Week 7 Week 9 Although all weeks reflect on current CPS policy/practice in Wisconsin	

Competency 6	Engage with individuals, families, groups, organizations, and communities.	a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Week 5 Week 6 Week 10 Week 11 Week 15	Research Project Integration of Learning Papers 1, 2, 3
Competency 7	Assess individuals, families, groups, organizations, and communities.	a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	Week 3 Week 4 Week 5 Week 6 Week 7 Week 9 Week 13 Week 14	Mandated Reporter Integration of Learning Papers 1, 2, 3 Research Project
Competency 8	Intervene with families, groups, organizations, and communities.	a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Week 3 Week 4 Week 5 Week 6 Week 7 Week 9 Week 13 Week 14	Mandated Reporter Integration of Learning Papers 1, 2, 3 Research Project
Competency 9	Evaluate practice with individuals, families, groups, organizations, and communities.	a. select and use culturally responsive methods for evaluation of outcomes; and b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	Week 6 Week 7 Week 8	

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, two reflection papers, four application and integration of learning papers, and a two-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	150 points
The Truth Podcast	10 points
Mandated Reporter Training	10 points
Integration of Learning Paper 1	10 points

Integration of Learning Paper II	20 points
Integration of Learning Paper III	20 points
Annotated Bibliography	100 points
Class Discussion	50 points
Final Exam	100 points

Grading Scale:

A	=	94-100	significantly above requirements
A-	=	91-93	
B+	=	88-90	
B	=	84-87	above basic requirements
B-	=	81-83	
C+	=	78-80	
C	=	74-77	meets basic requirements
C-	=	71-73	
D+	=	68-70	
D	=	60-67	below requirements
F	=	59 and below	No credit

IV. Course Policies

Confidentiality:

We will respect the stories, concerns, comments and questions shared in the virtual classroom by not taking them out of the virtual classroom. We will maintain a professional standard of confidentiality in our virtual classroom.

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 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 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.

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.

Course Values

In addition to the values of our great university: Community Engagement, Critical Thinking, Diversity & Inclusivity, Lifelong Learning, Professional Preparation, Research & Scholarly/Creative Activity, Student-Centered Environment, and Sustainable Management of Natural Resources,

and of our social work profession: Dignity & Worth of the Person, Service, Competence, Integrity, Social Justice, and Importance of Human Relationships,

our classroom will foster: Resourcefulness, Ownership, Growth mindset, and Curiosity.

RECORDING AND SHARING RECORDED CLASS CONTENT

Lecture materials and recordings for SW 316 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright

infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

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.

Emails 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.

V. Course Schedule

Week	Content Area & Assignments
Week 1 01/23/2023	<p><u>This week, we will cover:</u> Introduction to course, syllabus review, introductions</p> <p><u>Please read, listen to or review:</u> Nothing</p> <p><u>Assignment:</u> None</p>
Week 2 01/30/2023	<p><u>This week, we will cover:</u> History of Child Protection in the US</p> <p><u>Please read, listen to or review:</u> Chapter 1 of the text</p>
Week 3 02/06/2023	<p><u>This week, we will cover:</u> Child Abuse and Neglect in the US</p> <p><u>Please read, listen to or review:</u> Chapter 2 of the text</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><u>Assignment:</u> Wisconsin Mandated Reporter Training due at 11:59 PM on 02/10/2023 https://media.wcwpds.wisc.edu/mandatedreporter/</p>

	<p>The Truth Podcast Reflection Paper due at 11:59 PM on 02/10/2023</p>
<p>Week 4 02/13/2023</p>	<p><u>This week, we will cover:</u> Examining the Causes of Child Maltreatment</p> <p><u>Please read, listen to or review:</u> Chapter 3 of the text</p> <p><u>Assignment:</u> Integration Paper I: IA 02/10/2023 by 11:59 PM</p>
<p>Week 5 02/20/2023</p>	<p><u>This week, we will cover:</u> Investigations/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><u>Assignment:</u> Integration Paper II: Case Plan 02/24/2023 by 11:59 PM</p>
<p>Week 6 02/27/2023</p>	<p><u>This week, we will cover:</u> 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>Discussion Post: Research Topic: 03/03/2023 by 11:59 PM.</p>
<p>Week 7 03/06/2023</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><u>Assignment:</u> Integration Paper III: Court Report 03/10/2023 by 11:59 PM</p> <p>Adoption and Safe Families Act https://www.congress.gov/105/plaws/publ89/PLAW-105publ89.pdf</p> <p>Permanency Roundtables Training Module https://wcpds.wisc.edu/permanency-roundtables-prt-values-and-tools/</p>
<p>Week 8 03/13/2023</p>	<p><u>This week, we will cover:</u> Risk Assessments</p> <p><u>Please read, listen to or review:</u></p> <p>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_25-co-safety-risk-tools-final-report-csu-rev-jan-2014.pdf</p>
<p>Week 9 03/27/2023</p>	<p><u>This week, we will cover:</u> The Juvenile Court</p> <p><u>Please read, listen to or review:</u></p> <p>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</p>

	https://www.criminaljustice.ny.gov/opca/pdfs/YASI-Long-Term-Validation-Report.pdf
Week 10 04/03/2023	<p><u>This week, we will cover:</u> Special Populations</p> <p><u>Please read, listen to or review:</u> Chapter 4 of the text</p>
Week 11 04/10/2023	<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>Annotated Bibliography due 04/14/2023 by 11:59 PM.</p> <p>Families First Prevention Services Act (2018) https://www.ncsl.org/research/human-services/family-first-prevention-services-act-ffpsa.aspx</p>
Week 12 04/17/2023	<p><u>This week, we will cover:</u> Alternative Response, diversion</p> <p><u>Please read, listen to or review:</u> Watch the Alternative Response Orientation from DHS https://wcpds.wisc.edu/web-based-courses/alternative-response/ Module 1 and Module 2</p>
Week 13 04/24/2023	<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>
Week 14 05/01/2023	<p><u>This week, we will cover:</u> Professionalism, Finding Balance and Wrap Up</p> <p><u>Please read, listen to or review:</u> Chapter 12 of the text</p>
Week 15 05/08/2023	Class Discussions

	Students will sign up for Tuesday or Thursday. Please upload slides to Canvas by 11:59 PM on 05/12/2023.
Final Exam	TBD

V. Assignment Requirements & Details

Mandated Report 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. If you are CURRENTLY CO-ENROLLED in a course that requires the Mandated Reporter training, please communicate with me.

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 simply 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.

This is a 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 20 points.

Grading scheme

Grammar and sentence structure	5 points
Quality of reflection	15 points

Application and Integration Papers I, II, III,

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 an 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 and download and complete the eWISACWIS Initial Assessment template. If you feel you need additional information to thoroughly complete a narrative or scoring section of the template, at the close of your narrative include the additional questions you would ask of a case participant.

Paper III: Case Plan

Read the case study included in the Canvas assignment module and complete the eWISACWIS Case Plan template. If you feel you need additional information to thoroughly complete a narrative or scoring section of the template, at the close of your narrative include the additional questions you would ask of a case participant.

Paper III: Court Report

Read the case study included in the Canvas assignment module and download and complete the eWISACWIS Court Report template. If you feel you need additional information to thoroughly complete a narrative or scoring section of the template, at the close of your narrative include the additional questions you would ask of a case participant.

Grading scheme:

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

Annotated Bibliography

This purpose of this assignment is to examine a specific client population of interest more deeply, to develop the research-informed practice skills, and to 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. Examples of appropriate depth could include child protective services and supporting infants with Failure to Thrive, in-home family therapy with CPS involved families with IPV, child protective services and homelessness, child protective services with people who are not legal citizens, 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.

Identify information and resources relevant to the population as it relates to social work and child welfare practice and create an annotated bibliography in APA format. The annotated bibliography will contain:

- Title (client population)

- SIX 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.

The annotated bibliography is worth 100 points.

Grading Scheme:

Grammar and sentence structure	10 points
Quality of annotation	(6 annotations) (15 points/each) = 80 points
Quality of research idea	10 points

Class Discussion

You will present your research during our final week of class. You will be given 7-10 minutes to share with the class:

- Your topic
- Research highlights
- Connection to ethical practice in child welfare

You will upload your slides into Canvas.

Quality of presentation (slides) 30 points

Quality of presentation 20 points