

Social Work 316-Child Welfare Practice Fall 2019

Sec 1 & 2

Instructor: Alton J Smart

Office: 446 CCC **Office hours:** M-T-W 1 to 2:45 and Thursday/Friday
1 to 3 by appointment

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Text: Crosson-Tower, Cynthia (2013) Exploring Child Welfare: A Practice Perspective, Needham Heights, MA: Allyn and Bacon 6th Ed.
And other assigned readings or handouts on reserve

Course Description

This course is designed to provide students with an overview of child services from an **Historical, theoretical and practice perspective**. Services to children and their families are divided into three areas: support services or those which enhance family life; supplemental services are those that help the struggling family to maintain or regain balance and substitute services or those that provide for the child when the family is unable or unwilling; this can be on a temporary or permanent basis. Each service is considered from the etiology, rationale of services, and the provisions of the services, how the consumer views the service, and the trend that may affect the future provisions of the service. Services are also discussed in light of diverse populations.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (2015 EPAS). This course addresses many of these areas of competency as indicated under “course objectives” below.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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Course objectives

The following CSWE course competencies are based on the 2008 EPAS Accreditation Standards for Social Work students. Upon completion of this course, the student will:

- 1) Increase their understanding of the historical context within which social welfare policies have evolved in the United States (**Competencies 1, 3 and 5**)
- 2) Discuss how services to children and families are provided along a continuum from the least intrusive (support services), to somewhat more comprehensive (supplemental services) to services that substitute either temporarily or permanently, for their natural family (substitute services) (**Competencies 2, 6 – 8**)
- 3) Discuss the history of the provision of services for children and their families in the United States. (**Competency # 5**)
- 4) Explain the role of the family in the lives of children, how these roles can break down and how they differ according to the influence of diversity. (**Competencies 2 and 6**)
- 5) Demonstrate an understanding of how such social issues as poverty, violence, drug abuse and homelessness impact children and their families. (**Competencies 3 and 5**)
- 6) Understanding families through social class and cultural diversity (**Competency # 2 and 6**)
- 5) Recognize the concepts of family preservation, family support and permanency planning and explain what each means to children and families. (**Competency 5**)
- 7) Give a brief overview of such services as day care, services in schools, counseling, and services to teen parents. (**Competency # 5**)
- 8) Increase the understanding of court services, protective services, parents, foster care adoption, and residential services in conjunction with objective seven (**Competencies 5 and 6**)
- 9) Discuss the impact of children's services on those they serve. (**Competencies 5 and 6**)
- 10) Develop a base foundation of child welfare practice skills in the areas of case management, investigation, interviewing, and treatment, foster care planning, and the court intervention process – (mock trial) (**Competencies 6 – 9**)

Class Requirements

- 1) Students are expected to attend all classes, complete assigned readings, and participate in all class discussions and activities. Failure to attend classes regularly may affect your grade. Your class will use the clickers at the start of every class except for the mock trial. This will record your attendance.
- 2) Assignments are to be completed and handed in on time, barring serious, unforeseen circumstances. If such, please notify the instructor as soon as reasonably possible. Late assignments may be submitted but a point penalty will be deducted from the grade.
- 3) All papers should be typed or done on a computer word processor. It is expected that these will be doubled spaced and properly referenced.

Class Assignments

- 1) Tests **100 points** each. There will be two tests during the semester; a midterm and final. Test material will be generated from readings, class discussions, video or by a guest speaker/judge up to that exam. **200 points**
- 2) Final project: **100 points:** Required for all students (Choice of A or B)
 - (a) Mock Trial – presentations to the mock court on CHIP’s cases
 - (b) Individual or Group presentation on a child welfare case
- 3) In class activities such as basic interviewing and assessment skills, case management skills. (Includes attendance) **100 points**
- 4) **In lieu of exams** students may choose to do weekly summaries of weekly class content and submit them on D2L. Summaries are graded on Content, Depth of Content and Original Thought. The Summary consists of two parts; an outline and a narrative. Narrative is based on the outline. Each summary length is approximately 2 to 4 pages. Summaries are due any time prior to the next class. Summaries are a way to help develop written observation skills of content (what is said in the environmental and in the context of what is happening)
200 points

Total points: 400 points

A = 372 to 400
A- = 360 to 371
B+ = 348 to 359
B = 336 to 347
B- = 324 to 335

The course will use “clickers” as part of class participation. The cost is 13.00 If you have other courses that require the use of clickers, you need only one for all classes.

You may use your own phone device or computer to access Turning Point. See hand or link in canvas to access Turning Point polling. This is option if you want to participate in the polling questions.

TENTATIVE COURSE OUTLINE

<u>WEEK</u>	<u>TOPIC</u>	<u>CHAPTER</u>
Sept. 9	Introduction-- Mock Trial orientation Historical foundations - Skill development (2.1.1 – 2.1.2 – 2.1.8)	(Chapter 1)
Sept. 16	Perspective on Child Welfare Services I.C.W.A. (Indian child Welfare act) Federal law PL-96-272, WI. Chapter 48 (2.1.1 – 2.1.2 – 2.1.8)	(Chapter 1) (Handouts)
Sept. 23	Continue with (Child welfare Policies) Trauma Informed Care Mock Trial orientation (2.1.1 – 2.1.2 – 2.1.8 – 2.1.10)	
Sept. 30	Types of Families; The Impact of culture Stresses on families; types of help 2.1.4 – 2.1.5)	(Chapter 2)
Oct. 7	Poverty, Violence, Addiction and Homelessness Current Societal Problems and their impact (2.1.7)	(Chapter 3&4)
Oct. 14	Family centered Services & Family Preservation (Chapter 8) (2.1.7)	
Oct. 21	Family preservation and counseling skills (2.1.7 – 2.1.10)	
	1st Exam (Oct 23)	
Oct. 28	Protective Services & Skill Development Handouts & Chapter 7 & 9 (2.1.3 – 2.1.7)	
Nov. 4	Continue with Protective Services Skill Development (2.1.3 – 2.1.7)	Handouts & (Chapter 7)
Nov. 11	Substitute Services: Foster care Mock trial meetings and Skill development	Handouts (Chapter 11)
Nov. 18	Foster Care and Adoption services Skill development and Mock trial meetings (2.1.3 – 2.1.7)	(Chapter 11& 12)
Nov. 25	Skill development and Mock trial meetings or group presentations (2.1.3 – 2.1.10)	
Dec. 2	Individual or Group Presentations (2.1.3 – 2.1.10)	
Dec 9	Mock Trial proceedings DUC theater (2.1.3 – 2.1.10)	

2nd Exam both sections: Dec 17th 5 to 7 PM

SPECIFIC CHILD WELFARE TOPICS

- Pertinent Wisconsin statutes and procedural rules (Chapter 48 and 938)
- Applicable federal laws (PL 96-272; Indian Child Welfare Act, etc.)
- Duties and authority of system elements; court, prosecutor, defense Attorney, social services agency / caseworker, foster parents
Treatment professionals
- Rights of parents and children and Society (eras time where one is more dominate over the other) Chapter one
- Explanation of court process and documents (Chapter 9)
- Role of guardian ad litem: duties and responsibilities, interaction with other parties, working guidelines, record keeping, developing recommendations for court, access to legal counsel. (Chapter 9)
- Family preservation (
- Issues of attachment in developing healthy relationships
- Communication and interviewing skills
- Overview of abuse/neglect and permanency issues (Chapter 7)
- Guardian ad litem case assignment process (Chapter 7 & 9
- Supervision, resources for questions, concerns, problem resolution
- Confidentiality
- Adolescent issues
- advocacy techniques
- Burn out/stress
- Chemical dependency
- Criminal court interface (Chapter 7) Wisconsin statute 48
- Poverty – Suffer the children video
- divorce
- Domestic abuse
- failure to thrive (chapter 7)
- fetal alcohol syndrome
- Issues in termination of parental rights (TPR)
- minority community issues (Chapter 2)
- modes of treatment/therapy
- Separation/attachment issues
- Working with resistance clients
- Teenage parents
- Families in Perpetual crises
- Inter-generational trauma – Trauma Informed Care

- Active listening skills