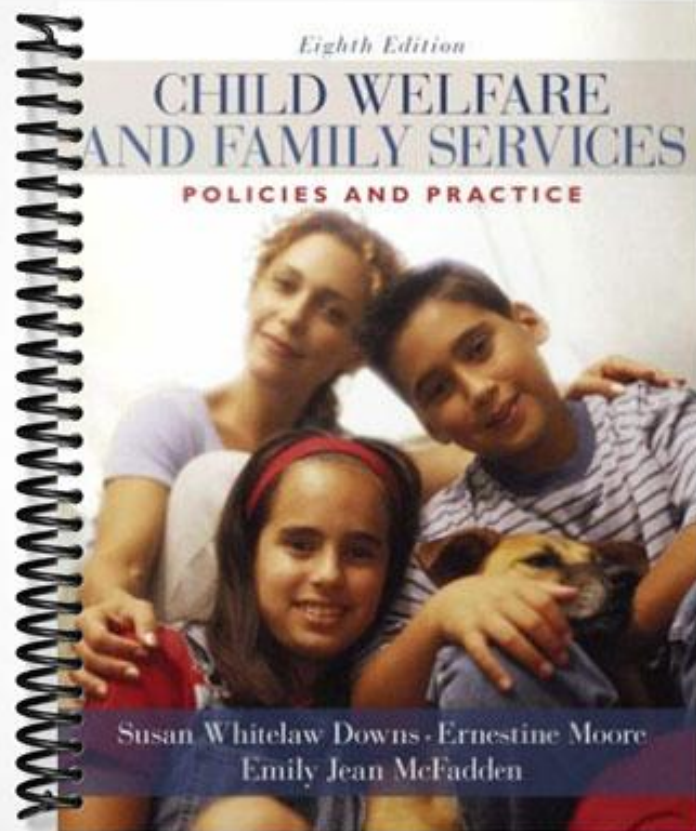
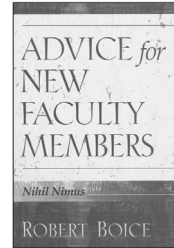
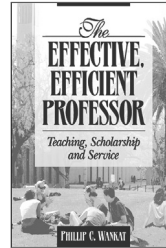
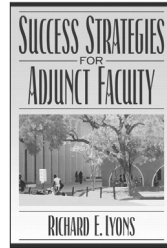
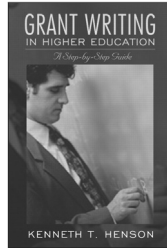
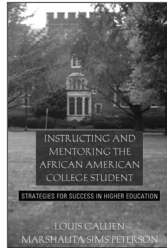
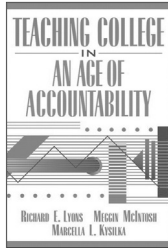


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for

Whitelaw Downs, Moore, and McFadden

Child Welfare and Family Services Policies and Practice

Eighth Edition

prepared by

Susan Whitelaw Downs
Wayne State University

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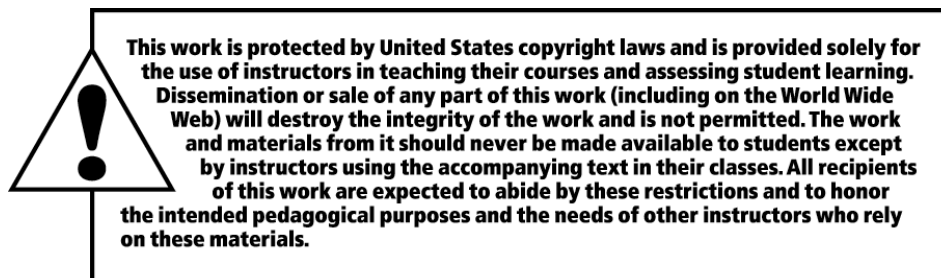
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HOW TO USE THE MANUAL AND TEXT

This Instructor's Manual is designed to accompany *Child Welfare and Family Services: Policies and Practice, 8th Edition*, by Susan Whitelaw Downs, Ernestine Moore, and Emily Jean McFadden. Material for each chapter includes desired competencies achieved by students, sample test items, and a list of key concepts suitable for short answer or matching exams.

It is through universities that many people become prepared to assume responsible positions in our child welfare systems. The amount of material which would be desirable for students to have far exceeds the capacity of most social work programs. In the case of child welfare content, the dilemma is exacerbated. Child welfare has a long and rich tradition in social work and is among the most complex fields of practice. There are few conditions which do not relate to children and families. The instructor's selection of material is a difficult one.

The text and the Instructor's Manual have been designed to be comprehensive, allowing individual instructors the privilege of tailoring the content to their specific courses and the instructor's style of teaching. Instructors may not want to include every chapter in their courses and could exclude some. Each chapter in the text has been written to stand alone so that instructors can easily create their own sequencing of chapters. Some schools of social work have well developed child welfare curricula which include several related courses. In these situations, portions of the text may be used in multiple courses. For example, one prevalent development has been courses on legal aspects of child welfare. The Chapter on "Law and Procedure," along with appropriate sections of other chapters, may be used in this course and the remaining material used in another course.

The text can be appropriately used for both practice and policy courses, particularly within the framework of a curriculum concentration on children, youth, and families. A special feature of recent editions of the text is the number of case examples illustrating practice methods and program development. Extensive examples showing "family services in action" introduce many of the chapters; other examples are scattered throughout the text. This material and accompanying discussion can provide the basis for child welfare courses on practice methods. Similarly, content in the chapters on federal and state legislation, court decisions, and public policy is appropriate for policy courses. The integration of policy and practice content in the text helps students understand the linkage between the two areas of study. Syllabi included in the Instructor's Manual reflect these possibilities: Syllabus with an Emphasis on Practice, Syllabus with an Emphasis on Policy, and Syllabus with Emphases on Practice and Policy.

TEACHING FAMILY AND CHILD SERVICES TO THE ADULT LEARNER

Most students enrolled in family and child services courses are preparing to become professional social workers. One hallmark of a profession is that it uses knowledge to guide the behavior of its members. There are three ways in which this central notion is relevant to teaching family and child welfare. First, the instructor should anchor course material by constantly explaining what it means for practice. Second, students should not only gain knowledge but should develop skills in "learning to" learn. The course can be viewed as a complex learning resource whereby class activities, assignments and projects, and outside interaction with colleagues can be exploited. They also should become familiar and comfortable with the wide variety of informational resources available; such as national clearinghouses and resource centers (listed at the back of this manual), libraries, faculty and professional resource people, and, increasingly, the World Wide Web. Perhaps most importantly, the course should be viewed as interactive, alive and worthwhile. The motivation to learn will be enhanced if the students have had a successful experience with your course.

Third, as social work and child welfare educators, we too seek to guide our teaching through the use of knowledge. Modeling knowledge-guided practice (our practice being teaching) may be the most powerful instrument at our disposal. In this vein, a brief summary of adult learning research has been developed. Each finding is followed by a few ideas on how to translate the principles into action in your child welfare course.

The principles should help guide instructors in designing their child welfare course. These principles have been excerpted from a literature review on adult learning by Eileen Brennan and Jay Memmott of the University of Kansas, School of Social Welfare and published in a monograph entitled The Management of Information Transfer for the Employment Training Field.

1. ADULT LEARNERS ARE PROBLEM ORIENTED RATHER THAN SUBJECT ORIENTED.

The introduction of a new topic or chapter should be focused on the problem(s) of concern. Depending on the material, the instructor could indicate how this material addresses a problem for the child, for the parent, for the social worker, for the community, or for our society. When possible, the problem should be translated into a student's problem or at least anchored in the students' experience.

2. ADULT LEARNERS WANT TO KNOW THE USEFULNESS OF THE KNOWLEDGE AND SKILLS BEING TAUGHT.

3. ADULT LEARNING SHOULD LEAD TO SELF-ESTEEM AND FEELINGS OF COMPETENCE.

Beyond "what problem will be solved" students should be shown how this material is needed to be a professional in family and child services. What mistakes can be made if it is not

known? What will they be able to do or do better by knowing this? Explicit learning objectives in course outlines are helpful. In fact, each class session should begin by the instructor writing on the board the one to three objectives of that session.

4. ADULT LEARNERS REQUIRE FEEDBACK.

- Feedback should be immediate,
- Evaluation comments should be direct,
- Care should be taken to respect the integrity and self-concept of the learner while receiving feedback, and
- The feedback process should be reciprocal.

5. ADULT LEARNERS LEARN AT DIFFERENT PACES.

The instructor needs to look for opportunities to allow students to work at their own pace. These situations are rare in most courses but going too fast or too slow retards learning. Student projects are one opportunity whereby students may have a whole semester or quarter to complete their work. Additional or higher level assignments can be available for advanced students.

6. ADULT LEARNERS USE A VARIETY OF LEARNING STYLES REQUIRING DIFFERENT MEANS OF COMMUNICATING INFORMATION.

7. ADULT LEARNERS OFTEN REQUIRE REPETITION.

In a broad survey course it is difficult to cover all the material once, never mind having the opportunity to have repetition. However, "presentation of information through a variety of sensory modes and experiences, with sufficient repetitions and variations on themes allow fine distinctions in patterns to emerge." Minimally, classes, assignments, readings, and projects should be mutually reinforcing. Instructors should employ lectures and guest speakers with visual displays (e.g. overheads, blackboard, films, pictures, graphs) and discussion opportunities. Whenever possible, students should have the opportunity to hear it, see it, do it, write it, and say it. See the list at the back of the Manual of books and films illustrative of text material.

8. ADULT LEARNERS WANT MATERIAL TO BE COMPATIBLE WITH THEIR AGENDA AND CONCERNS.

At the beginning of the course and prior to reviewing the course outline, students could be asked to write their expectations of the course -- their personal learning objectives. They could also describe their past experience in working with children or families. The students' learning objectives can be compared with the course objectives. Most discrepancies will be minor and the relationship between these objectives can be discussed. Students with incompatible agendas may need an individual conference with the instructor. Instructors should use student experience as reference points when lecturing or discussing and ask

students to personalize the content. Students should probably be given a choice of assignments to increase the likelihood that they are relevant.

9. ADULT LEARNERS LEARN BETTER WHEN STRESS IS MINIMAL.

Formal coursework, grades and degrees all contribute to some degree of stress. A course can be designed to lessen some of this anxiety. Clear and reasonable expectations concerning quantity and quality of work are helpful. Feedback in class and on assignments is also helpful. Access to the instructor and flexibility in assignments may relieve anxiety. This is not in any way to be interpreted as lowering the instructor's expectations. It is to say that stress is reduced when expectations are clear and that students have the tools and supports to meet those expectations.

USE OF GUEST SPEAKERS

Although the use of guest speakers can assume several different forms, there are four tasks which will enhance the educational benefits derived from any format.

First, the instructor must be clear on the purpose for using a guest speaker. What do you want the students to learn? How does it relate to the course and chapter objectives? The purpose should be clearly stated to the guest speaker and students.

Second, the instructor must prepare the guest speaker. This includes deciding on the content of the session, the format, and, of course, the purpose. This also allows the instructor to describe the context in which the presentation will be made.

Third, the instructor must prepare the students. Not only do students need to know about the speaker and the topic of this session, but they should be primed to assume active roles. This can range from preparing questions to completing projects for review. It is critical that students play a part in preparing for each session.

Fourth, the instructor should develop means for evaluating the performance of the guest speaker and the students. Brief feedback forms can easily be developed for completion by the students and guests. The results should be distributed to all participants. All guests should be informed of the feedback procedure prior to their visit and presentation.

Guest speakers can be interesting and informative. The instructor, students, and guest must be carefully prepared to achieve the best presentations.

NEWSPAPERS AS EDUCATIONAL TOOLS

Family and child services is a dynamic field that unfolds daily in the world around us. New issues develop and traditional concerns are highlighted as children and families attempt to live in an ever-changing world. Many of these developments are chronicled in newspapers, which offer several unique benefits as educational tools. First and most prominent is their immediacy; they are available at a minimal cost; coverage includes issues and events which relate directly and indirectly to child welfare; and they are easy to read. A variety of issues are frequently reported: social service agency staffing, program delivery, and budgetary problems; juvenile delinquency; education policies; and report of public and private studies, commissions, and special task forces. Additionally, newspapers often bring to life complex issues as they are reported about individual children and families. These individual situations of today often become the landmark court decisions of tomorrow.

Limitations do exist. The quality, scope, and focus of coverage vary between newspapers. Newspapers need to be current and marketable; consequently, some significant events may not be included because more sensational stories have broader appeal. Finally, coverage may not be comprehensive; news articles are not normally designed to provide in-depth or technical information.

Have students supplement their reading with major papers such as The New York Times, The Wall Street Journal, The Los Angeles Times or The Washington Post National Weekly Edition, if local papers are particularly inadequate.

An especially useful initiative for connecting the field of child welfare with newspapers and the whole field of journalism is The Journalism Center, a nonprofit program of the Philip Merrill College of Journalism at the University of Maryland, College Park (www.Journalismcenter.org).

The following methods for using newspapers have been used in family and child services courses.

Student News Journal

Ask students to keep a journal of relevant news articles. A minimum number of articles should be required based on an estimate of the local newspaper's coverage of child welfare issues. Have students underline the major ideas and write a short explanation on the article's implications for child welfare practice and policy. These explanations often help students better comprehend the news. If editorials or columnists' opinions are collected, have students add their own opinions supporting or rejecting the stated views. Periodically review student journals and evaluate their efforts.

Lecture-Discussion Supplements

Instructors are encouraged to use news articles in their scheduled lectures. They often make excellent introductions to prepared notes. This method is particularly valuable for demonstrating the relationship between the class content and current developments. It can also serve to update lecture and text book content. Significant newspaper articles can be used as the focus for class discussions or in activities centered on guest speakers.

Coming Attractions

Relevant events and news coverage do not "break" according to the course outline or the topic currently under consideration. Articles on topics not yet covered in class can be used to whet student's appetites, especially when the article is controversial. Be sure to refer back to the article when the topic is eventually covered in class lectures.

Identify Community Concerns

Tom Wicker observed that: "A newspaper reflects the community it serves." After reading regularly, students should be able to identify the issues and trends of most concern to their community. Have them compare these with the major themes and issues discussed in class. Sometimes, the concerns of family and child welfare workers and educators are not evident in the press. The lack of permanent homes for children in foster care is a major child welfare issue not reflected in the news. On the other hand, newspaper coverage may closely parallel professional concerns -- child abuse and neglect are prime examples.

Letters to the Editor

Students should be encouraged to read, analyze, and respond to the news. Have them prepare and mail letters to the editor as a class exercise. This will help them articulate their ideas in a succinct manner. Seeing their letters published and receiving feedback from readers can be a catalytic reward for students.

Newspapers, used creatively, can be a valuable supplement to the text and class discussion. They can help students become intelligent citizens and consumers of social services as well as child welfare staff and social work professionals.

THE INTERNET AS AN EDUCATIONAL TOOL

The internet offers invaluable resources to students of child welfare. It makes current data, research findings, policy analysis, and advocacy initiatives within easy reach of all students. Interactions with the World Wide Web permeate the learning experiences of child welfare students. Many examples and learning aids using the internet are infused in the text and the Instructor's Manual. Three common uses of the internet which can enhance student learning in child welfare are: (1) retrieving information on child welfare topics, (2) using information for advocacy campaigns and to track legislation, and (3) creatively using and designing child welfare web sites in order to provide students with opportunities to use child welfare knowledge in interesting and challenging ways.

Retrieving Information

Numerous websites exist which offer students reliable, current information on many aspects of child welfare practice and policy. Web sites relevant to the topics in text chapters are listed at the end of each chapter, in the section entitled "Internet Sites". These websites are reproduced below as a master list of appropriate websites for child welfare classes. Many of these web sites have links to other resources, thus expanding considerably the range of resources available to students.

An important caveat in using the web to retrieve information concerns the quality of the information obtained. Students need educational assistance, offered by most school libraries, on how to distinguish reliable sources of information from other sources, and how to evaluate the information retrieved based on the sources. It is recommended that child welfare instructors work collaboratively with their school's librarians to ensure that students have the tools they need to assess web sites appropriately. The web sites listed below are reliable, consisting primarily of governmental and judicial agency web sites, national advocacy organizations, and highly reputable research and policy institutes. Instructors can refer students to these web sites with confidence.

Using the Internet to Track Legislation

The internet makes it possible for students to experience first-hand the process of creating legislation at both the federal and state levels, and to gain skill in advocating for laws to benefit children and families. The website thomas.loc.gov is an important resource for students tracking federal legislation. Similar web sites exist for state legislatures in most states. For an example of how students can use these websites for a classroom assignment, see the "Syllabus with an Emphasis on Policy," reproduced in this Manual.

Using the Internet for Creative Assignments to Enhance Learning

The following list of assignments is an example of how the internet can be used creatively to help students not only learn about child welfare but use the information to communicate child welfare concerns and viewpoints on the World Wide Web. We hope that instructors and students will find ways not only to use these assignments in their classes, but also to stimulate their

thinking on other interesting and creative ways to use internet resources to learn about child welfare. These assignments were created by Ms. Shonnie Becker, a case manager at a welfare agency and beginning MSW student.

1. Suppose you are a computer genius and have managed to hack into Rush Limbaugh's website (www.rushlimbaugh.com). If you had to limit yourself to 200 words, what would you write on Rush's homepage to further his admirers' collective awareness of the difficulties faced by children of the United States?
2. Find a website that focuses on child welfare. What would you do to enhance the site's visual appeal to make it more 'user friendly' or more inviting to the general public?
3. Visit the American Academy of Pediatrics website (www.aap.org) and browse the links provided under the 'Press Room' heading. Now, pretend that you are president of a foundation that has just enacted a new initiative to promote children's health. What would that initiative be, and what would it be called? Write a bulletin explaining your program.
4. Visit the National Association of Child Advocates' website (www.childadvocacy.org) and click on "Voices Near You" and then the link to your state. Can you add to the list provided of websites with state-specific child welfare information?
5. Go to www.fosterparenting.com and click on the 'foster parent concerns' link. Now, pretend you have been commissioned by the owners of this site to add a short (500 words or less) article on how foster parents can deal with a difficult social worker. How would your article read? Remember that a large part of your audience will be prospective foster parents.

CHILD WELFARE WEB SITES

- Administration for Children and Families, U.S. Department of Health and Human Services
www.acf.dhhs.gov
- Adopt U.S. Kids www.AdoptUSKids.org
- American Academy of Pediatrics www.aap.org
- The American Bar Association Center for Children and the Law www.abanet.org/child/home.html
- American Humane Association www.americanhumane.org
- American Public Human Services Association www.apwa.org
- Anney E. Casey Foundation www.aecf.org
- Casey Journalism Center on Children & Families www.djc.umd.edu
- Center for Law and Social Policy www.movingideas.org
- Child Trends, Inc. www.childtrends.org
- Child Welfare Information Gateway www.childwelfare.gov
- Child Welfare League of America www.cwla.org
- Children, Youth, and Family Education and Research Network www.cyfernet.mes.umn.edu/index.html
- Children's Bureau, Administration for Children, Youth, and Families, U.S. Department of Health and Human Services www.acf.hhs.gov/
- Children's Defense Fund www.childrensdefense.org
- Children's Rights, Inc. www.childrensrights.org
- The Clearinghouse on International Development in Child, Youth, and Family Policies
www.childpolicyintl.org
- The Evan P. Donaldson Adoption Institute www.adoptioninstitute.org
- Families and Work Institute www.familiesandworkinst.org
- Family Life Development Center <http://child.cornell.edu/fldc.home.html>
- Federal Interagency Forum on Child and Family Statistics www.childstats.gov
- First Gov <http://firstgov.gov>
- Girls Study Group <http://girlsstudygroup.rti.org>

- Head Start Information and Publication Center www.headstartinfo.org
- Institute for Women Policy Research www.iwpr.org
- International Foster Care Organization www.Internationalfostering.org
- International Federation of Social Workers www.ifsw.org
- Kids Count www.aecf.org/aeckids.htm
- National Archives and Records Administration, Code of Federal Regulations
www.access.gpo.gov/nara/cfr/cfr-table-search.html
- National Association of Child Advocates www.childadvocacy.org
- National Association of Social Workers www.naswdc.org
- The National Campaign to Prevent Teen Pregnancy www.teenpregnancy.org
- National Center for Adoption Law and Public Policy www.adoptionlawsite.org
- National Center for Children in Poverty www.nccp.org
- National Center for Juvenile Justice www.ncjj.org
- National Center for School Engagement www.schoolengagement.org or www.truancyprevention.org
- National Center on Substance Abuse and Child Welfare www.ncsacw.samhsa.gov
- National Child Care Information Center www.nccic.org
- National Child Welfare Resource Center on Legal and Judicial Issues www.abanet.org/child
- National Child Welfare Resource Center for Organizational Improvement
www.muskie.usm.maine.edu/helpkids
- National Clearinghouse on Child Abuse and Neglect www.calib.com/nccanch
- National Council on Juvenile and Family Court Judges www.ncjfcj.unr.edu
- National Data Analysis System <http://ndas.cwla.org>
- National Family Preservation Network www.nfpn.org
- National Fatherhood Initiative www.fatherhood.org
- National Foster Parent Association www.kidsource.com/nfpa/index.html
- National Head Start Association www.nhsa.org
- National Indian Child Welfare Association www.nicwa.org

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- National Institute of Child Health and Human Development www.nichd.nih.gov
- National Resource Center for Family Centered Practice and Permanency Planning www.hunter.cuny.edu/socwork
- National Resource Center for Child Welfare Adoption www.nrcadoption.org
- North American Council on Adoptable Children www.nacac.org
- Office of Juvenile Justice and Delinquency Prevention <http://ojjdp.ncjrs.org>
- Prevent Child Abuse America www.preventchildabuse.org
- Race Matters Consortium www.racemattersconsortium.org
- THOMAS, Library of Congress <http://thomas.loc.gov>
- United States of America, All federal governmental agencies www.firstgov.gov
- United States Supreme Court www.uscourts.gov
- The Urban Institute www.urban.org
- U.S. Department of Education, Office of Safe and Drug-Free Schools www.ed.gov/osdfs
- U.S. Department of State www.state.gov/family/adoption or www.travel.state.gov/family/adoption/intercountry
- U.S. Government Accountability Office (GAO) www.gao.gov
- Zero to Three: National Center for Infants, Toddlers, and Families www.zerotothree.org

SUGGESTIONS FOR TEACHING PRACTICE

In teaching practice from a family-centered perspective, it is important for you to keep students focused on the family as the unit of attention. Several techniques drawn from family therapy can illustrate and elaborate on the theme of the importance of family. Assessment tools such as ecomaps and genograms can be helpful. Training techniques such as family sculpting, simulations, and role play can be useful in creating empathy for families. The use of case materials, videotapes, audiovisuals, case presentations, and the students' own experiences with families will enable students to apply concepts to a variety of real-life situations. Experiential learning will enhance commitment to family-centered practice values, and skill demonstrations will build competence in family work.

The following suggestions assume that students have had a basic practice course, and have knowledge of families as systems. Preferably, students also will have had coursework on practice with families. If not, you can supplement the text with materials such as Hartman's "Diagrammatic Assessment of Family Relationships," Finding Families, or Hartman and Laird's Family Centered Social Work (see reference in the text).

Case materials in the text illustrate issues in family centered social work practice. They usually reflect themes of cultural competence, working with family strengths, and a holistic view of families. You can use these case examples creatively in a variety of ways. First, they can illustrate significant points in the chapter for discussion. The cases also may be used as a point of departure for practice skill development. For example, you can ask students to construct an ecomap of the case at critical points in the case development (before intervention, when a significant resource is added, or at the time of termination). In cases with complex relationships and situations (divorce, remarriage, adoption, etc.) a family genogram can be constructed, with students identifying significant family themes, losses, and patterns. If students have difficulty understanding or organizing events, a chronological time line can be constructed.

Cases in the text can be used as a point of departure for students' development of the professional self. Group discussions can be organized around questions such as: "What might be difficult for you to come to grips with around the issue of keeping a family together after abuse has occurred?" or "What personal issues do you think the worker might have to handle when a parent has abandoned children?" Students can be helped to identify the types of parental behaviors or situations which trigger unresolved events in their own history, or reactions for their personal values orientation. Asking the question "What do you think the worker might have been feeling at this point?" and "How do you think the parent felt?" in a case helps students understand the process by which social workers are able to respond positively to the needs of families.

Role-playing a parent may increase student's empathy, and decrease tendency to judge. The cases can all be used as role plays. Role plays often have multiple benefits in that they offer material for specific skill development (how to engage parents who are feeling upset or angry, how to hold a family meeting, how to engage a kinship network, how to guide a client in setting goals) and in addition give the student the opportunity to stand in the client's shoes and experience the impact of professional intervention into family matters. For example, in the

chapter on Family Based Services to Prevent Placement, the brief case vignette about "the dirtiest house in the state" can be constructed into a role play about engaging a client who is very depressed and shamed. In preparation, students should be encouraged to consider the reasons why a single mother might be so depressed that she lets her housekeeping go to the point that the mess becomes an insurmountable obstacle. They should develop a brief scenario about the parent from the few facts stated (she was shamed, she had a mental health problem, it took her three days before she would let the family preservation team into the house) and then role play the workers' ongoing efforts to engage her on the front porch of the house. Some of the critical issues would be overcoming the client's shame, helping her to trust the workers, asking for an invitation to go inside, and exploring possible solutions.

Sculpting a case can portray the positions and relationships in complex situations. As used in the classroom or training, family sculpting is similar to therapeutic technique, but different in that it applies to case material, not one's own family situation. In sculpting, people are arranged in positions that illustrate relationships. For example, in a foster care case, the child's parents might be arranged on one side in a characteristic pose (reaching out to the child, or sitting dejectedly in a chair). The child in care is placed in the middle between the foster parents and the parents. The worker is sculpted trying to help the parent, or making a connection between the parents and the foster parents. Other key players may be added to the configuration, the AA sponsor, the kinfolk, the therapist, and so forth. Their poses and positions should represent their relationship to the case.

In sculpting, volunteers assume and hold a position in a living sculpture. After the sculpture is assembled, with everyone maintaining his or her pose and positions, the instructor asks the class what they see and what they think is happening. Students may comment that: "It looks like the child is caught in the middle," or "It looks like the mom will never get to reconnect to the child." The instructor asks each participant in the sculpture what he or she is experiencing in the position. Undoubtedly each person will express some pain or discomfort. The class is then asked how the sculpture can be reconfigured to reduce discomfort and increase the chance for family reunification. The class and instructor can then move people around to new positions in which the parent has close support from helping persons, the foster parents move closer to the parent in a supportive stance, and the child is allowed to touch or make closer contact with the parent. The participants in the sculpture should be invited to express how they feel in the new positions. Class discussion generated from such a graphic illustration of case material will help students understand the importance of teamwork on all levels and the impact on the children and all family members.

Using Other Case Materials

Students should be encouraged to bring in case examples from their field or practice experience. They should take care to change names and other identifying information. Case material can be presented formally as in a staffing, or informally for the purpose of illustrating a specific point. If a more formal presentation is made it is most helpful to students to have the facts of the case written up and distributed. The format of the presentation should be that used for a staffing or consultation. The student presenting the case should be advised to have two or three questions for the class to answer such as: "How can we better coordinate services to the family?" or "What

sort of adoptive family should we locate to meet the needs of this child? What degree of openness in adoption does this child need?" This sort of approach greatly alleviates the anxiety a student feels when presenting a case. The student is not expected to have all the answers. Instead, the entire class grows from an exploration of the issues involved.

The instructor is encouraged to use case materials from his/her practice experience with the class. These can be presented in several ways. The completed case may be written up so that students can follow the process of the work, and see the outcomes. In a different approach, the instructor can write up an initial description of the family situation, and present it to the class so that students can do their own assessment based on the data presented or develop an intervention plan based on the instructor's assessment. Whenever case material is used, the instructor should formulate several thought provoking questions to help students apply principles of child welfare practice.

Use of Videotape

Videotape is a powerful tool for helping students develop professional use of self and refine practice skills. If video equipment is available, students can benefit from a practice lab approach. The instructor can develop a set of scenarios based on practice skills, such as the following:

- interviewing a depressed, and possibly suicidal parent;
- helping foster parents cope with a child who is acting out the anger of separation;
- goal setting with a youth planning for independent living;
- explaining the options open to a pregnant adolescent;
- contracting with parents about their child's school attendance;
- helping a child in foster care with a life story book;
- interviewing a child who may have been abused.

Students work in groups to research effective practice in one of these situations. The group then makes a videotape illustrating the practice technique or skill. This tape is presented to the class in the context of demonstrating how this technique or skill is applied. The class is invited to ask questions, provide feedback, and discuss how this particular skill or technique can be used in their practice.

Students can also be invited to videotape their work with actual client families for presentation to the class. However, to do so they must have the written permission of the family, and of the agency, so it cannot be a required assignment. This can be given to students as an alternative to videotaping a role play.

Use of Audio-Visuals

There are a number of excellent audiovisual materials available on practice, including those from the Child Welfare League of America and other sources on interviewing abused and neglected children, engaging abusive parents, working with children's groups, etc. When using these materials to illustrate practice it is useful to focus student's attention with questions such as: "How does the worker engage the parents?" or "What specifically does the worker say to the child about adoption?" Elicit from student discussion key concepts from the topic studied, such as: "In what ways does the worker's involvement operationalize the concept of reasonable effort?" or "How does the contracting relate to permanency planning?" so that students make the connection between the concepts and the doing.

Use of Guest Speakers

There is no substitute for practice information direct from the field. A CPS worker demonstrating the use of anatomically correct dolls in interviewing children who have been alleged to be sexually abused can be far more electrifying to the class than a film on the same topic. Feedback from the consumer is particularly important in articulating a theme, and shaping consumer friendly practice. An adult adoptee who has searched for and found her biological family can make a profound statement on the issue of identity in adoption. A former foster child speaking of abuse in out-of-home care can provide vivid illustration of concepts learned in a library research project. The eloquence of those who have "been there" is a powerful impetus to practice which reflects client empowerment, the dignity and worth of families, and other critical values. Such narratives should be focused with questions that relate to practice: "How could social workers have helped you best?" "How did you know you could trust the social worker?" or "What might the social workers have done differently?"

The Challenge of Teaching Practice

Each instructor will struggle in his or her own way with the challenges of moving students to a family oriented practice stance, and helping them develop a deeper investment in family work. In teaching child welfare it is easy to fall back on looking at techniques or tasks rather than helping students develop empathy, sensitivity and caring for families. Building a climate of trust in the classroom so that students can learn at a deeper level is an important goal. Involving students experientially is another. The ranges of approaches discussed above are designed to involve students on many levels in addition to the intellectual level. Good practice requires grounding in values, disciplined use of the self, knowledge, skill and techniques. In the experience of the authors, students will catch the enthusiasm for family centered practice if the classroom is a safe place in which to grow, if they learn in a variety of ways, and if the instructor models a commitment to families. The way in which the instructor engages, assesses and plans with students to reach their goals is a parallel process to the way in which they will learn to engage, assess, and work with families.

SYLLABUS WITH AN EMPHASIS ON PRACTICE

3 credits

Course Description

This course prepares students for a career in child welfare and family services in the public or private sector. It addresses many of the competencies established by the state child welfare agencies and schools of social work for those preparing to work in agencies which strengthen families. It presents a model which is community based, family focused and child centered for helping families at risk. It addresses an array of services ranging from prevention, family support, and family preservation through protective services, foster care and adoption. The course examines the complex interplay of policy and law as they affect practice and service delivery. The course is grounded in ecological approaches, cultural competency, principles of family continuity, and the historic values of the social work profession.

Course Objectives

1. Students will understand the dual roles of empowering families and protecting children from maltreatment, and the legal, practical, and ethical dilemmas inherent in these sometimes conflicting responsibilities.
2. Students will understand contemporary child welfare and family services practice and programs within the historic context and evolution of the legal and policy framework.
3. Students will understand the values base of social work practice in family empowerment, child protection, family preservation, family continuity and permanency planning.
4. Students will examine their own disciplined use of self and emotional responses to client situations, particularly when values are challenged in issues of family and community violence, substance abuse and child maltreatment, and will develop strategies to deal with these responses.
5. Students will apply an advanced practice perspective (strengths and solution focused, culturally competent) to practice in the field of child welfare and family services in order to develop appropriate, individualized and culturally competent interventions.
6. Students will learn specialized knowledge about high-risk families and vulnerable children needed to promote resilience, strengthen families and protect children.
7. Students will understand the impact of separation on children and families, and know how to promote attachment between children and parents, children and kin, children and substitute caregivers, and children and adoptive parents.
8. Students will understand the importance of culture, kinship networks, family structure and family functioning, in order to successfully work with families involved with the child welfare system.
9. Students will know societal, environmental and familial factors that place families and children at risk, will be able evaluate the level of risk to children and weigh it against the risks of separation and other risks of out of home placement in order to develop appropriate plans.

10. Students will learn to work collaboratively with community agencies and other disciplines involved with family work, and will demonstrate teamwork and mutual respect in work with parents, kinfolk, substitute caregivers and adoptive families.

Methods of Instruction

The course will involve extensive use of case materials (through readings, videotapes, and simulations) and other means of examining practice such as role played videos. Students will engage in discussion, presentations and will display self-directed learning through all contracted special projects and readings.

Course Requirements and Methods of Evaluation

Fifteen percent of the final grade is based on attendance and active class participation. Students are expected to have completed the required readings listed below, and to be prepared to actively discuss the readings. Failure to be prepared to discuss required readings will automatically result in lowering of the participation grade. There will be two quizzes on the readings, worth 5 points each.

Students are expected also to do supplemental readings on a variety of topics and submit a one page abstract on each reading in order to enhance their learning.

Attendance, participation and quizzes	15%
Contracted project	25%
Midterm/Case Assignment	25%
Supplemental Reading Abstracts	10% (5 points per abstract)
Final Examination	25%

Organization of Course

This course is designed for student involvement and self directed learning experiences. Lecture, discussion, student presentation, use of case material and audiovisuals are the general instructional modes. The instructor presents material, leads discussion, responds to questions, consults with students on contracted learning, and keeps office hours.

School of Social Work policies and practices are enforced as explicated in the student manual. Students are responsible for attending all classes on time and remaining for the full class period, completing all reading and written assignments on schedule for class participation.

Required Text

Whitelaw Downs, S., Moore, E., McFadden, E.J. (2009) *Child Welfare and Family Services Policies and Practice*. 8th ed. Boston, MA: Pearson Education/Allyn & Bacon.

Supplemental Readings:

The following professional journals are recommended: Child Welfare, Family and Society, Children and Youth Services, Social Work, International Journal on Child Abuse and Neglect. You will be expected to read widely from materials listed in the bibliography or given to you as handouts. You are encouraged to visit Internet sites listed in the text.

Course Assignments

Contracted Project: Review the competencies for child welfare distributed in class and think about your interests and learning needs. Establish a personal learning goal for this course, and select a topic or activity related to your goal. Submit a contract detailing how you will pursue your project (interviews, library or internet research, agency visits, etc.) and how you will present this to the class. You must have the contract approved by the professor by the week announced in class. The contract must be typed, specific, provide goals, and be thoroughly professional. Each project must be backed by a minimum of ten references directly related to your topic. It should be written using appropriate APA style and handed in to the professor at the time of presentation. Special permission must be given to work in a group.

Case Assessment: The midterm will be a take home exam for which you will be asked to do a written assessment, addressing risk factors, signs of safety, and intervention strategies.

Supplemental Reading Abstracts: You are expected to do outside reading in professional journals or books and complete a minimum of two abstracts. Each reading should be written up in a two page abstract, with a half page summary and a page of critique/discussion. Abstracts should have a bibliographic heading. These abstracts should address topics of interest to you. I will be happy to work with you to select articles, and even loan you books or journals.

Final Examination: This will address the competencies and course objectives, and assess your preparation for entering the field of child welfare.

Course Outline and Schedule

Note to Instructor: *This section provides a summary of the content of each chapter in the text. You may choose to eliminate some chapters or address the chapters in different order than that in the book and this section should be structured accordingly.*

- **Course overview and introductions:** course expectations, format, and assignments; trends and issues in child welfare; impact of recent federal legislation; global perspective on child welfare.
- **Chapter 1:** Introduction to Child and Family Services; review of overarching themes including family continuity, cultural competency, and strengthening families; early intervention and prevention services.
- **Chapter 2:** Government Programs to Support Families and Children. This chapter examines family income security and poverty in the U.S. and its effects on children.

Supporting families with day care and child development programs. The impact of “welfare reform” on families.

- **Chapter 3:** Services to Prevent Maltreatment and Support Families. This chapter examines preventative and family support, cultural diversity, community approaches to prevention and family support.
- **Chapter 4:** Child Welfare Principles and Practices. This chapter examines the fundamental principles of child welfare practice, the casework process, and the basic tasks in child welfare practice irrespective of program or service area.
- **Chapter 5:** Law and Procedure: Court Intervention with Children, Youth, and Families. This chapter examines the fundamental philosophy of the juvenile and family courts in relation to child abuse and neglect and delinquency matters. It outlines court procedures and the role of caseworkers in the court process.
- **Chapter 6:** Protecting Children from Neglect and Abuse. This chapter examines the child protection process; types of abuse/neglect; special issues, including failure to thrive; identifying indicators of abuse/neglect; effects of parental substance abuse; theories on the etiology of abuse/neglect; mandatory reporting requirements; vulnerable populations and risk factors; screening and intake; case investigation; risk assessment; referral for family preservation or in home services; using court intervention to protect children; determining when placement is needed; case management and child safety; liability; questions of “false allegations;” forensic interviewing; central registry issues.
- **Chapter 7:** Family Preservation Services. This chapter examines family-based services for the child and family to prevent removal, kinship care and family continuity; informal vs. formal care, advantages and disadvantages of relative placement; family decision making model; and the effectiveness of family preservation programs and services.
- **Chapter 8:** Foster Care: History, Laws, Policies, and Structures. This chapter examines the philosophy and policies of foster care historically and currently; the federal and state roles; placement options; reforms over time; and professional issues.
- **Chapter 9:** Foster Care Practice and Issues. This chapter focuses on case planning and treatment interventions with children and parents in the context of child safety, permanency and well-being.
- **Chapter 10:** Families by Adoption. This chapter examines the philosophies and policies of adoption historically and currently, the federal and state roles, the differences between private adoptions, intercountry adoptions and adoptions of children from the public child welfare system, matching family’s strengths to child’s needs; placement issues with sibling groups, special needs, older children; transracial, transcultural and international adoption; adoption subsidy and post adoption services; kinship adoption; open adoption and the adoption search; legal aspects of adoption.

- **Chapter 11: Juvenile Delinquents: The Community's Dilemma.** This chapter examines the interconnectedness of child abuse and neglect and juvenile delinquency, the historical and current development of delinquency services, risk factors, prevention and intervention strategies, female offenders, minority overrepresentation.
- **Chapter 12: Professional Responsibilities: Ethics and Advocacy.** This chapter examines professional responsibilities as outlined in the NASW Code of Ethics, identifies ethical issues unique to the child welfare environment, and discusses various types of child advocacy.

Due date for assignments

Assignments are to be (*insert how assignments are expected to be submitted, i.e. via e-mail or hard copy delivered to my office.*) Assignments not submitted on or before the due date at 5:00 pm local time are considered late. A late assignment will be graded (*insert grading policy*).

<u>Due Date</u>	<u>Assignment</u>
<i>(Insert dates and name of assignment).</i>	

SUGGESTIONS FOR TEACHING PROGRAM DEVELOPMENT AND POLICY

The challenge of teaching policy is to help students appreciate the relevance of social policy considerations to the lives of their clients and to the practice of social work. Experienced practitioners know that their therapeutic work does not take place in isolation from a policy context; for students, the connection may not be so obvious. Fortunately, the policy teacher can muster a good deal of assistance in meeting the challenge of making policy interesting and relevant to students. The daily news presents a changing panorama of family and child issues, at both the federal and local levels. As the federal government debates major policy directions for the country, news stories occur locally which put a human face on the national debate. Guest speakers, including state legislators, juvenile court judges, representatives of advocacy organizations, and administrators and workers from public child welfare agencies, can show how public policy is debated and implemented locally. The students' own practice experiences in field work are a rich source of material that can be used to demonstrate the effects of policy in the lives of people.

Teaching Program Development

A useful way for students to bridge the gap from practice to policy studies is via assignments relating to program development. Students can be invited to identify a problem of families and children and develop a program that addresses it. In developing a program, students need to gather information on the dimensions of the problem in society, on the efforts of people in earlier

eras to solve the problem, current funding availability, the local service context in which the program will operate, and current research on effectiveness of various solutions. This assignment, which can be formatted as an informal class discussion or a full-blown term project, offers students the immediacy of addressing the kind of real-world issue that may have motivated them to come to the school of social work in the first place, combined with a focal point for scholarly investigation and debate.

Teaching Policy Analysis

Many policy classes include the goal of teaching students to develop and analyze policies to address problems of family functioning or service delivery. See the “Syllabus for a Child Welfare Policy Course” which follows for examples of assignments that provide a framework for helping students move through the steps of a systematic policy analysis.

SYLLABUS WITH AN EMPHASIS ON POLICY

3 credits

I. Course Domain and Boundaries

The purpose of this course is to prepare graduate students for informed and competent social work practice through examination of the policy framework within which social services operate. The course content includes the role of the government, citizens, and the judiciary in creating policies for families and children, and a survey of the major domains of family and child policy: economic support programs, programs to support working families, child development programs, programs to prevent and treat child abuse and neglect, and foster care and adoption programs. The history of child welfare policy and programs in the U.S. is also included, as an essential component of understanding current public policy and programs. The role of the courts as essential to both policy making and policy implementation is also emphasized.

II. Knowledge and Skill Objectives

The student should know the following upon completion of the course:

1. The current child welfare issues and the policies and practices addressing these issues; definition of the issues/problems by society through time; history of societal intervention in the area of child welfare policy; scope and scale of the problems and populations affected by them (including information by social class, race, sex, etc.)
2. Present structure and organization of child welfare service delivery system.
3. Significant legislation pertaining to the area; appellate judicial decisions on policy issues in the area; administrative rules, and policies, pertaining to the area; familiarity with major research studies relating to the social problem and their implications for social policy.

The course is designed to develop students' skill in these areas:

1. Analysis and evaluation of existing social policies and service delivery systems as they related to social work knowledge, values, and skills as well as careful attention to economic, political, cultural and technical realities; the impact of the societal definition, service organization, social policy and delivery system on the poor, minorities, women and other vulnerable groups; the economic and political factors affecting social welfare legislation, policy and service design in the area.
2. Identification of gaps, problems, trends, and issues; the use of knowledge in social welfare organization and policy as a bridge to formulate intelligent initiatives for social policy change when and where this is indicated.
3. Ability to prepare and deliver policy briefings.

4. Ability to develop research based solutions to policy issues.
5. Ability to understand and formulate policy alternatives for different audiences, such as families, agencies, the media, and policy-makers.
6. Ability to understand the links between policy, practice, and research.
7. Ability to identify methods for working together with advocacy groups to work for change in social policy, on the basis of sound analysis and research.

III. Performance Criteria & Grading

A. Attendance

Students are expected to attend classes regularly and punctually by University policy.

B. Assignments & Grading

Reading assignments are listed below in Section VII. Students are expected to have read the assignments and be prepared to use the knowledge gained from the readings to actively participate in class discussions and exercises. Two written assignments and one group project are also required. Descriptions of these assignments are attached at the end of the syllabus. There will be unscheduled short quizzes on the reading assignments, and a final exam. Students are strongly encouraged to make appointments with the instructor to review progress on the Group Project and the Assignments.

Grading:

Attendance, participation and quizzes	20%
Group project	15%
Assignment I	15%
Assignment II	25%
Final Examination	25%

IV. Texts/Required Materials

Whitelaw Downs, S., Moore, E., McFadden, E.J. (2009) *Child Welfare and Family Services Policies and Practice*. 8th ed. Boston, MA: Pearson Education/Allyn & Bacon.

NASW Code of Ethics (1999). Washington, DC: NASW Press. (access copy on web: <http://www.naswdc.org> or at bookstore)

Supplemental Readings:

These are recommended readings for present and future use in researching and understanding policy issues, program developments, and research findings. They will be particularly helpful in completing the written assignments.

The David and Lucile Packard Foundation. *The Future of Children*. Journal available on line at [http: www.futureofchildren.org](http://www.futureofchildren.org)

Journals: *Child Welfare, Children and Youth Services Review, Child Maltreatment, Child Trends, Family In Society, Social Work, Crime and Delinquency, Research on Social Work Practice, Public Welfare and Child Welfare Law.*

A list of web sites will be provided also.

V. Organization of the Course

The course will include lecture, discussion, structured in-class exercises, videos, and guest lecturers/discussants.

VI. Role of the Student and Faculty

See the University Statement of Obligations of Faculty and Students to the Instructional Process.

VII. Course Outline and Schedule

The following schedule outlines the general order in which the subject matter will be addressed. It is subject to modification. Due to limited time, not all assigned material will be covered in class.

- **Course overview and introductions:** course expectations, format, and assignments; trends and issues in child welfare; impact of recent federal legislation; global perspective on child welfare.
- **Chapter 1:** Introduction to Child and Family Services; review of overarching themes including problems of children and young persons, history of child welfare, family and child policy, rights and responsibilities of parents, children, and society, the pyramid of services, and the organization of child welfare services.
- **Chapter 2:** Government Programs to Support Families and Children. This chapter examines family income security and poverty in the U.S. and its effects on children. Supporting families with day care and child development programs. The impact of “welfare reform” on families.
- **Chapter 3:** Services to Prevent Maltreatment and Support Families. This chapter examines preventive and family support programs, cultural diversity, community approaches to prevention and family support.

- **Chapter 5:** Law and Procedure: Court Intervention with Children, Youth, and Families. This chapter examines the fundamental philosophy of the juvenile and family courts in relation to child abuse and neglect and delinquency matters. It describes the structure of the legal system and court procedures.
- **Chapter 6:** Protecting Children from Neglect and Abuse. This chapter examines the child protection process; types of abuse/neglect; special issues, including failure to thrive; identifying indicators of abuse/neglect; effects of parental substance abuse; theories on the etiology of abuse/neglect; mandatory reporting requirements; vulnerable populations and risk factors; screening and intake; case investigation; risk assessment; referral for family preservation or in home services; using court intervention to protect children; determining when placement is needed; case management and child safety; liability; questions of “false allegations;” forensic interviewing; central registry issues.
- **Chapter 7:** Family Preservation Services. This chapter examines family-based services for the child and family to prevent removal, kinship care and family continuity; informal vs. formal care, advantages and disadvantages of relative placement; family decision making model; and the effectiveness of family preservation programs and services.
- **Chapter 8:** Foster Care: History, Laws, Policies, and Structures. This chapter examines the philosophy and policies of foster care historically and currently; the federal and state roles; placement options; reforms over time; and professional issues.
- **Chapter 9:** Foster Care Practice and Issues. This chapter focuses on case planning and treatment interventions with children and parents in the context of child safety, permanency and well-being.
- **Chapter 10:** Families by Adoption. This chapter examines the philosophies and policies of adoption historically and currently, the federal and state roles, the differences between private adoptions, intercountry adoptions and adoptions of children from the public child welfare system, matching family’s strengths to child’s needs; placement issues with sibling groups, special needs, older children; transracial, transcultural and international adoption; adoption subsidy and post adoption services; kinship adoption; open adoption and the adoption search; legal aspects of adoption.
- **Chapter 11:** Juvenile Delinquents: The Community’s Dilemma. This chapter examines the interconnectedness of child abuse and neglect and juvenile delinquency, the historical and current development of delinquency services, risk factors, prevention and intervention strategies, female offenders, minority overrepresentation.
- **Chapter 12:** Professional Responsibilities: Ethics and Advocacy. This chapter examines professional responsibilities as outlined in the NASW Code of Ethics, identifies ethical issues unique to the child welfare environment, and discusses various types of child advocacy.

Note to the Instructor: Insert dates of examinations and due dates for assignments into the syllabus.

*Assignment suggestions follow.

ASSIGNMENT I: BILL SUMMARY AND ACTIVITY LOG

Select a child welfare related bill pending in the U.S. Congress or State Legislature, summarize it according to the format provided, then prepare a letter in support or opposition to the sponsoring legislator (s) and members of the Committee to which it is assigned. Then track the activity and status of that bill on a weekly basis. The student is expected to provide an oral report on any activity on the bill each week. The student is to keep a weekly log of activity on the bill and submit it at the time assigned on the syllabus.

***Note to Instructor:** Find a web site for your state that tracks pending federal and state legislation concerning children and families. National and state advocacy organizations and governmental bodies have such web sites.*

The Bill Summary should be typewritten, double-spaced. The activity/status log can be submitted handwritten. The following formats should be used

A. Bill Summary

1. Bill Number
2. Bill Sponsor(s)
3. Purpose of the Bill

B. Advocacy Letter

Complete and mail an actual letter. The advocacy letter should be short, 1 to 2 pages. In the first paragraph, state your reason(s) for writing. In the second paragraph, state your position on the Bill and the facts (research or experience) supporting this position. In the third paragraph, state what action you want the legislator to take. Finally, thank the legislator for their time and consideration of your opinion. Make sure to include your identifying information, i.e. name, address, and telephone number.

C. Bill Activity/Status Log: Bill Number _____

Week beginning _____

Activity/Status _____

ASSIGNMENT 2: POLICY BRIEF

Policy briefs, also known as executive summaries, issue notes, or issue briefs, are succinct (10 to 15 pages average; but can be shorter depending on issue) documents that provide descriptions of an issue of public concern; summaries of pertinent research; delineations of policy alternatives; analyses of the strengths and weaknesses of these alternatives; fiscal implications of policy alternatives; identification of positions of advocates pro and con; and recommendations and rationales for those recommendations from the brief writer. Their purpose is to assist policymakers in reaching decisions.

The following format has been developed from multiple sources.

I. Problem or Need to Be Addressed

How is the problem or need defined? Who defines it? Who is affected? How many people are affected?

II. Desired Public Policy Goal/Outcome

What is expected by public policy approach to the problem/need?

III. Current Public Policy/Policies Impacting the Problem/Need

Are there current policies, regulations, and programs addressing the problem/need? How many people are served, by whom, where, and at what cost? What is required to make current policies and programs more effective in eliminating the problem/need?

IV. Pertinent Research Findings

What do research findings tell us about the problem and possible solutions? What are the limitations on this research knowledge?

V. Policy Options/Alternatives

Generate a list of the possible policy options/alternatives and for each include a statement and an analysis of the strengths and/or weaknesses and fiscal implications, i.e. how much will it cost to implement this option?

VI. Recommended Action and Rationale

Suggest the most desirable option/alternative and specify why this is most desirable.
Suggest an acceptable option/alternative and specify what would be lost if this alternative is implemented.

VII. Anticipated Arguments from Advocacy/Interest Groups

What groups will support? Why? What's their clout?
What groups will oppose? Why? What's their clout?

VIII. References

GROUP PROJECT: REVIEW OF SIGNIFICANT FEDERAL POLICY & STATE POLICY AND PRACTICES IMPLEMENTING IT

Select a statute from the list provided on page 16 of the text or propose another for approval.

Prepare a presentation to the class, using the following outline:

Summarize the policy:

State the name of the law.

State what the law is enacted to accomplish, i.e. its purpose(s)/

State the people, organizations, and conditions/situations covered by the law.

State the behaviors or actions required, permitted, and/or prohibited.

State the consequence(s), if any, enumerated in the law for behavior that does not conform to the law's expectations/requirements.

Summarize the requirements of any administrative rules promulgated to implement the law.

What social problem(s) prompted the development of the policy?

How is the policy implemented in practice?

What do the people who are required to implement the policies actually do? Talk to at least two practitioners in the area addressed by the policy. Elicit from them what they actually do in carrying out the policy requirements and their assessment of barriers or supports to implementing the policy.

Are the practices consistent with the intent of the policy?

Ask and answer this question: Will/does this practice approach result in accomplishing the objectives of the policy?

Does social work research support your state's policies and practices?

Read and cite in your discussion at least two articles from social work journals related to effective policies and practices for the problem presented.

What are your recommendations to strengthen your state's policies or practices so that they better achieve the Federal intent?

Make sure to cite research references to support your recommendation.

SYLLABUS WITH EMPHASES ON PRACTICE AND POLICY

2 credits

Course Description

Supportive, preventive, and out-of-home child welfare services employed in dealing with the problems of dependent, neglected, delinquent children. Scope, method, problems, trends of the services, child welfare in other countries, and sociology of the child welfare worker. Prerequisite - Social work/welfare major.

Course Overview

The main purpose of this course is to provide the student with knowledge of the factors that affect the well-being of children and in turn give rise to children entering the child welfare system. Particular child welfare services will be examined with consideration given to the strengths and weaknesses of these services - primarily foster care, adoption, and services to delinquent children. Because child welfare services are best understood with an awareness of the context within which they have arisen and currently operate, attention will be paid to policy issues that support children and families, and also policies that increase the likelihood of children entering the child welfare system. Family dynamics will also be examined inasmuch as they contribute to positive or negative outcomes for children. It will be seen that the type of interaction between macro, mezzo and micro systems are strong predictors of children's well being. This course is an elective course for social work/welfare majors.

Course Objectives

At the conclusion of this course students will be able to:

1. Evaluate societal and professional values in the prioritization and delivery of services to children.
2. Identify ethical dilemmas in professional child welfare practice with children and families.
3. Demonstrate an increased awareness and appreciation of human diversity, particularly the impact of discrimination, economic deprivation and oppression upon marginalized groups.
4. Demonstrate increased awareness of knowledge of populations at risk, e.g. people of color, women, gay and lesbian persons.
5. Identify the roles of the family, community, the state and the nation in the delivery of services for children.
6. Define the social worker's role in the delivery system of child welfare services in micro, mezzo and macro levels.

7. Analyze literature and current research in at least one area of knowledge relevant to children's well being.

8. Identify and evaluate current controversial child welfare issues.

Required Text

Whitelaw Downs, S., Moore, E., McFadden, E.J. (2009) *Child Welfare and Family Services Policies and Practice*. 8th ed. Boston, MA: Pearson Education/Allyn & Bacon.

Please note: Other articles on Child Welfare will be assigned throughout the semester.

Course Outline and Readings

- Session 1 - Introduction to the course. What's in the syllabus? What you can expect in this course. Information about your instructor, information about you. A little group work. A brief overview of child welfare.
- Session 2 - Introduction to Child and Family Services and the Rights and Responsibilities of Parents, Children and Government. The service delivery system, the changing American family, policies for families and children, how child welfare services are organized. Read Chapter 1. Quiz #1.
- Session 3 - Family Support and Preventive Services - Families at risk, single parent families, families with lesbian or gay parents, stepparent families, families of color, family support services, childbearing and family. Read Chapter 3. Quiz #2.
- Session 4 – Government Programs to Support Families. Welfare reform and the family, other income programs for families with children, child development and day care. Read Chapter 2. Quiz #3.
- Session 5 – Child Welfare Principles and Practice. Fundamental principles, the casework process, basic tasks of child welfare practice. Read Chapter 4. Quiz #4
- Sessions 6 & 7 - Protecting Children from Abuse and Neglect. How CPS developed, Reporting Laws, Ecological View of Child Maltreatment, Identification of abuse, neglect, psychological maltreatment and sexual abuse. Read Chapter 6. Quiz #5.
- Session 8 - Family Preservation. Characteristics, programs and practices of family preservation services and kinship care as family preservation. Read Chapter 7. Quiz #6.
- Sessions 9 & 10 - Foster Care. Adoption and Safe Families Act, Multiethnic Placement Act and the Indian Child Welfare Act. Characteristics of foster care, characteristics of children in care, needs of children in foster care, permanency planning, and types of foster care. Read Chapters 8 and 9. Quiz #7. TURN IN NAME OF ARTICLE AND SOURCE FOR PAPER.

- Sessions 11 & 12 - Families by Adoption. Historical development, adoption facts and patterns, legal framework for adoption, post adoption services, special needs adoption, kinship adoption, adoption of children of color, intercountry adoption. Read Chapter 10. Quiz #8. PAPER DUE AT SESSION 12.
- Session 13 - Law and Procedure. Court Intervention with Children, Youth and Families. The Juvenile Court, Court Procedures, Role of Persons in Court System with special emphasis on Social Worker Role. Read Chapter 5. Quiz #9.
- Session 14. Juvenile Delinquency. Historical development of juvenile delinquency services, the juvenile offender within juvenile court system, juvenile delinquency prevention and intervention strategies. Read Chapter 11. Quiz #10.
- Sessions 15 & 16. Class presentations on advocacy. See additional handout on class presentations. Read Chapter 12. No Quiz.

Evaluation of Student Outcomes: Grading and Methods.

Quizzes: In class each week, I will give you a handout on what to study to prepare to take the next week's quiz. These quizzes will be primarily on the readings although some lecture material will also occasionally be covered. At the beginning of the next class, you will have a brief five-point quiz on those topics. I am looking for evidence that you have reviewed your notes from the previous lecture and that you have read and studied the reading assignment for the coming class period. If your quizzes indicate you have, you will earn 5 points or 100% on that quiz. If your answers indicate that you have given your notes and the reading something less than your full attention, your grade will be correspondingly lower.

We will have 10 quizzes. You will be allowed to drop your lowest two quiz scores, so you can earn a possible 40 points on these quizzes. Therefore if you are ill or absolutely must miss class, your zero for that quiz will be the one dropped.

The reason for the weekly quizzes is that research on learning has shown that the more attention students pay to their work, the better their learning. But it is human nature to procrastinate unless there is a direct payoff. A grade on an exam three weeks hence is so far off that many people are not motivated to do the reading. So they don't, and as a result, many people don't learn as much as they would if they did study their notes and did the reading. So the weekly quizzes are a way to provide you with immediate payoff. If you do the reading, review your notes prior to class and take the quiz 1) you get points added to your semester total; 2) you learn better than if you didn't do the reading or note reviewing 3) we will have better and more interesting class discussions (Helgelund, 2000). All quizzes will be multiple choice and short answer. There will be no make-up quizzes. We will have no other tests in this class.

Research Paper Critique: Another assignment for this class is to write a short paper 5-7 pages reviewing a research article related to child welfare. THIS ARTICLE MUST COME FROM A SOCIAL WORK JOURNAL. I highly recommend Child Welfare which contains generally up-to-date and informative articles about the world of child welfare. Other possible journals would

be Social Work, Social Science Review, Children and Youth Services Review, Child and Adolescent Social Work Journal, etc.

This paper should consist of a summary of the article and your reaction to the article. The summary should consist of the major points made in the article and your reaction should include not only whether you agree or don't agree with the major points of the article and why, but also how you can connect the article to some of the reading we have done. For instance, if it's an article on preventing Teen Pregnancy, you will want to look at the issues surrounding Teen Pregnancy in your textbook and indicate to what extent the article either amplifies on information in your textbook, is an example of something in your textbook, or provides an alternative viewpoint to something in your textbook. This paper is worth 20% of your grade. **Please plan to turn in a copy of the article with your paper. This includes the reference page(s) of the article.** Please note this paper is due at the beginning of class on that day. You will lose 3 points a day for each day it is late including the weekend! Also note that papers should adhere to APA guidelines (4th edition) for citations. Please see the University guidelines on Academic Misconduct for information on how to avoid plagiarism. See me if you have questions about how to do this.

Advocacy Assignment: One of the most exciting assignments in this class is a presentation on advocacy! Class presentations will be worth 20% of your grade. Working in groups of 4-5 persons, you are asked to select a problem facing a group of children or youth in your state or community and apply the steps of advocacy described in Chapter 12 to this problem or issue. An additional handout on this is provided. (Note to Instructors: A copy of this assignment is found in this Manual with the material for Chapter 12).

Class Participation: Class participation is worth 10% of your grade. I highly encourage people to participate in class. It is not only good practice for being a citizen of the world and for some of you, a social worker, but makes the class more interesting for you and me! Attendance is included in the participation grade, but participation means making your voice heard ("Speak your mind even if your voice shakes"- Maggie Kuhn).

Final Assignment: The final examination period will be used for the last assignment. This assignment is to pick one thing that you are going to commit to over the summer to make a child's or family's life better. It can be becoming a Big Brother or Big Sister, volunteering at a camp, doing volunteer work for a child welfare organization, teaching children art or music, helping a mother with some much needed respite. It's up to you what you do. However, your commitment to it needs to reflect that you have actually thought about and decided what you want to do and have the time to do. So in this class period, I would like to have you describe to us the following: What exactly you will be doing, When exactly you will do it, Where you will do it, How you will do it. What is important here is that you have a plan in place. This is worth 10% of your grade.

Grading:

Quizzes - 40%

Critique of Research Paper - 20%

Advocacy Presentation - 20%

Class Participation - 10%

Summer Plans - 10%

Grading Scale - 94-100 - A

88-93 – AB

83-87 - B

77-82 – BC

70-77 - C

60-69 – D

50-59 - F

CHAPTER BY CHAPTER INSTRUCTION AIDS

For each chapter, the manual provides the following materials:

- Learning competencies for all students.
- Key concepts: Definitions for examinations. These lists of concepts are suitable for "short essay" or "matching" exams.
- Essay questions, suitable for examinations. Note that essay questions can be given in the form of take-home or in-class exams. Most of the essay questions evaluate student learning in two ways: (1) students demonstrate mastery of material in the text, and (2) they use the information they have learned by applying it to a case or a situation in their community, or they are asked for their own opinion on a controversial issue.

In addition to the material presented here, the textbook itself has material useful for planning classroom activities. Instructors are referred to the following material found at the end of each chapter:

- "For Study and Discussion," offers suggestions for student projects and learning experiences in the classroom.
- "Internet Sites," offers web page addresses for key organizations, both governmental and non-profit, which are rich sources of information on child welfare topics; many are also gateways to a wide range of other material related to child welfare.
- "References" provides resources for lecture material and student research projects.

CHAPTER ONE
AN INTRODUCTION TO FAMILY AND CHILD SERVICES

Competencies

Students will demonstrate competency in describing or explaining:

1. Major demographic trends of families and children in the U.S.;
2. Problems of children and young people in today's society, as identified in the text.
3. The concepts of "rights and responsibilities" as applied to parents, children, and society
4. Historical roots of services to families and children.
5. Family policy.
6. Principles of child and family services.
7. Classification of services (prevention and support, child protective services, foster care, adoption).
8. The relationship of race and ethnicity to child welfare services
9. The organization of child welfare services, including public, private, and proprietary agencies.

Key Concepts

Define and explain the significance of the following (short answer questions):

- Children's Rights vs. Children's Needs
- Indenture
- "Family Continuity" as a Child Welfare Principle
- State Boards of Charity
- Disproportionate Racial or Ethnic Representation
- Pyramid of Services
- Public child welfare services
- Voluntary child welfare services
- Disaster Planning
- United Nations Convention on the Rights of the Child

Multiple Choice Questions

1. According to the text, the American family has been changing in all of the following ways EXCEPT:
 - a. There are more “Millennium Generation” children now than there were “Baby Boomers” in 1966.
 - b. Although the number of children is increasing, the percentage or proportion of children in relationship to the rest of the population is going down.
 - c. There is an unprecedented increase in the number of single-parent households.
 - d. Increasing numbers of young persons are marrying earlier.
 - e. A growing number of children have foreign born parents.

2. All of the following were identified in the text as a major trend in child and family services EXCEPT:
 - a. Recognition of the need for child welfare agencies to plan for wide-spread disasters.
 - b. Increasing complexity of child welfare services.
 - c. Increase in child abuse of infants.
 - d. Globalization of child welfare.

3. The text identifies all of the following as major problems of children and youth EXCEPT for:
 - a. Excessive computer use.
 - b. Poverty.
 - c. Homelessness.
 - d. Negative peer influence.
 - e. Violence.

4. In colonial times, the system of giving meager aid to children in their own homes was called:
 - a. Outdoor relief.
 - b. Indenture.
 - c. Farming out.
 - d. Aid to Families with Dependent Children.

5. In the nineteenth century, child welfare agencies were mainly:
 - a. Run by the government.
 - b. Targeted to African-American children.
 - c. Run by private agencies.
 - d. Focused on prevention.

6. In a case example in the text, Mike has trouble at school, his single mother is sick, his teenage sister has a baby out of wedlock, and his brother is in reform school. This case is presented as an example of the need for:
 - a. Temporary Assistance to Needy Families.
 - b. Cultural competency.
 - c. Residual services.
 - d. Interagency partnerships

7. Child welfare services that are financed by taxation are:
 - a. public
 - b. faith-based
 - c. proprietary
 - d. mainly prevention-oriented.

8. All of the following are Principles of Child and Family Services, except:
 - a. A safe and permanent home is the best environment for children.
 - b. Parents who abuse and neglect their children do not deserve to have them and the children should always be removed from such homes.
 - c. Children need to grow up in environments free of physical, sexual, and emotional abuse.
 - d. Services should work to strengthen and support family functioning.

9. Children's needs:
 - a. Are defined by current knowledge about child development and are not enforceable in a court of law.
 - b. Are the same as children's "rights"
 - c. Include the right to purchase liquor.
 - d. Are enforceable in a court of law.

10. The most accurate statement concerning the Supreme Court's decisions concerning the right of minors to have an abortion is that:
 - a. they have the same rights as adults to an abortion
 - b. they are barred from having abortions under any circumstances
 - c. they can only have an abortion if their parents' consent
 - d. States may impose some restrictions on a minor's rights to an abortion.

11. In our society the primary right and responsibility to care for children rests with:
 - a. the government
 - b. parents
 - c. the Juvenile Court
 - d. the child welfare system

12. Stanley v. Illinois, Quillon v. Wolcott, and Caban v. Mohammed all deal with:
- the rights of unmarried fathers
 - the rights of mothers
 - the rights of children
 - the rights of grandparents
13. In Roe v. Wade, the Supreme Court legitimized:
- the right of pregnant women to give informed consent for a drug screening test
 - minority children's right to equal education
 - equal pay for women
 - abortion

Short Answer

- Name and briefly describe one right parents have regarding their children.

Essay Questions/Student Reports

- Identify one of the “problems of children and young persons” described in the text, and design a program to address this problem. Does the service you design offer preventive, supportive, protective, or out-of-home care (as defined in the text) or a combination? Where does it fall in the pyramid of services? Identify at least one type of service agency from an earlier historical period which is similar to the agency you are designing. How is your program similar or different? How will you address the problem of “disproportionate racial/ethnic representation”? What policies does your agency need for disaster planning?
- Defend or refute the following statement: Child welfare services should be directed primarily at preserving and strengthening families, rather than focusing on child safety.
- Describe the historical development of services to families and children. Discuss the development of private agencies as well as the involvement of local, state, and federal government.
- Are there foreign-born children in your community? Find out about their culture. What problems can you identify in their adjustment to the U.S. Are they “disproportionately represented” in the child welfare system? What programs in your community are available to help these families?
- Some would argue that children are entitled to the full range of rights as citizens, while others favor the rights of parents to raise their children, even if this raising restricts the child's civil rights. What are the arguments undergirding each of these views?
- Select one of the U.S. Supreme Court cases described in the Chapter. Read the Supreme Court majority and minority decisions, which can be found online at The United States Supreme Court website (www.uscourts.gov). State the facts of the case, and summarize majority and minority arguments. State which side you agree with and why.

7. Members of the class can interview child welfare workers, supervisors, and administrators. Compare results, and compile a list of the major strengths and weaknesses of the child welfare system in your area. What does your community do well for children? Where are gaps and inadequacies? What evidence do you see for interagency partnerships and cooperation among different child welfare agencies, the schools, medical facilities, juvenile courts, and other service systems affecting children?