

**Introduction to Practice with
Children and Families in Child Welfare
SWU 442
Spring 2018**

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I. Course Title: Child Welfare Practice

II. Program Level: BSW

III. Course Requirements: 3 credits
Elective

IV. Course Description:

This course provides foundational knowledge and skills that are critical in the field of public child welfare. Students will learn about the assessment of neglect, physical abuse, and sexual abuse and will develop skills in engagement and intervention applicable to child welfare social work. Students will apply critical thought to the construction of child rearing norms and child abuse laws, to the impact of poverty on family functioning, and to the policies related to the safety, permanency, and well-being of children in out-of-home care. Finally, students will consider the political context of child welfare systems and the ability of state and federal governments to promote the well-being of highly vulnerable children and families.

V. Rationale for the Course:

The primary purpose of this course is to prepare students for employment in the field of child welfare. This course is intended to provide students an understanding of child maltreatment, the continuum of risk, ecological barriers which can impact parents' ability to care for their children, social service delivery systems available to vulnerable children and families, the assessment of child abuse and neglect, the well-being of children and youth in out-of-home care, systemic issues in service delivery in the field of child welfare, and the impact on practice of the primary federal public child welfare policies. Students will also learn practice strategies applicable to assessment, engagement, and intervention consistent with relational approaches. The course is taught from a generalist perspective addressing both policy and practice issues and it provides a foundation of knowledge and skills applicable to working with children, youth, and families involved in the child welfare system.

VI. Core Competencies and Practice Behaviors:

Upon successful completion of this course, students will be able to:

1. Apply critical thought to the dilemmas in child welfare and their historical and political origins. [EPAS 2.1.3]
2. Articulate the social construction of child-rearing norms and the impact those have on the definitions of child abuse and neglect. [EPAS 2.1.4]
3. Understand the impact of poverty on family functioning and the ecological barriers that impact parenting and the safety and well-being of children; and be able to identify prevention programs, early intervention programs and public safety net programs available to vulnerable families in AZ. [EPAS 2.1.5]
4. Demonstrate solution-focused approaches, motivational interviewing approaches, trauma-informed approaches, and narrative approaches; and apply resilience and relational frameworks to practice. [2.1.10a & c]
5. Define and understand the assessment of neglect, physical abuse, and sexual abuse; and be able to articulate the assessment of safety. [EPAS 2.1.10b]
6. Understand the impact of out-of-home care on the well-being of children and youth in foster care. [EPAS 2.1.7]
7. Apply critical thought to decision-making in child welfare practice. [EPAS 2.1.10d]
8. Demonstrate an awareness of the political contexts that impact social service delivery and workforce issues in child welfare. [EPAS 2.1.9]

VII. Course Units

1. The history and construction of child abuse, the societal contexts of child rearing, and the framework of child protection systems.
2. Theories and practice strategies applicable to child welfare social work and the assessment of child safety.
3. Defining and assessing child abuse and neglect.
4. Out-of-home care and the permanency and well-being of children and youth in out-of-home care.
5. Workforce issues and practitioner self-care.

VIII. Key Course Concepts:

AACWA	Developmental delays	Fostering Connections Act
Adoption	Disproportionality	FCIA
Aging-out	Domestic violence	Guardianship
ASFA	Dually-adjudicated	Head Start
Assessment	Early intervention	Healthy Families
Attachment	Emotional abuse	ICWA
CAPTA	Empowerment	Imminence
Case plans	Engagement	Injury
Concurrent planning	Ecological barriers	Kindergarten readiness
Connections	Family Preservation	Kinship care
Continuum of risk	Family meeting	Loss
Dependency	Foster care	Mental health

MIECHV	Removal	Strengthening Families Act
Motivational Interviewing	Relational-Cultural theory	Substance abuse
Narrative approaches	Resiliency theory	Supervised visitation
Neglect	Reunification	Substantiation
Out-of-home care	Safety	Trauma
Permanency	Self-care	Trauma-informed approaches
Physical abuse	Severity	Vulnerability
Placement stability	Sexual abuse	Well-Being
Poverty	Social constructionism	Workforce
Prevention	Solution-focused approaches	Young adults from care

IX. ASU and Related Professional Policies

Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy:

<http://provost.asu.edu/academicintegrity/policy>

Student Code of Conduct:

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

Computer, Internet, and Electronic Communications Policy:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

Commercial Note Taking Services:

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

Handling Disruptive, Threatening, or Violent Individuals on Campus:

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

School of Social Work Student Academic Integrity Policy:

<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:

<http://www.socialworkers.org/pubs/code/code.asp>

Title IX & Sexual Violence and/or Harassment based on sex:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Faculty, instructors and university employees are mandated to report allegations of unwelcome sexual conduct (defined here: <http://www.asu.edu/aad/manuals/acd/acd401.html>). If you tell your instructor about unwelcome sexual conduct that involves an ASU student or employee, they are required to report this information to university authorities. It is your right to choose who, when and where you disclose information about unwelcome sexual conduct; it is also your right to understand the responsibilities of anyone that you disclose to. Before disclosing information about unwanted sexual conduct to anyone, you can ask them whether they can keep the information confidential. For a flowchart of reporting options, see: https://sexualviolenceprevention.asu.edu/sites/default/files/sexualassault_flowchart.pdf).

For an online tool that is designed to help female-identifying students with male or female partners who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship. Those who identify as male also experience dating violence, and can call 1-888-7HELPLINE for resources and support.

X. Accommodations for Students with Disabilities

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy: <http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>

XI. Health Insurance Portability and Accountability Act (HIPAA) Policy Statement:

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

XII. Required Readings:

There is no required textbook for this course. The required readings consist of select chapters from textbooks and journal articles. The textbook chapters will be available through the Readings tab on the Blackboard site. The journal articles will be available through the library's electronic holdings. If you have trouble finding a journal article, please consult a librarian. Librarians are available via email, phone, chat, and in-person. The references for all the readings are on the reference page following the course outline. The following book is required in order to complete Reflection Essay Two.

Brown, W. K. & Seita, J. R. (2009). *Growing up in the care of strangers*.

Tallahassee, FL: William Gladden Foundation Press.

This book is out of print and is not able to be available through the ASU bookstore. The instructor will have some copies of this book available for students to check-out. If you check-out a book, you may not highlight it, mark in it, or damage it and you must return it after Reflection Essay Two is due. You may also purchase your own copy either as an e-book or in hard copy through Amazon.

XIII. Course Schedule

Please see the Course Outline for further information.

1. Child Welfare
 - a. What is Child Welfare
 - b. History of Child Welfare
 - i. CAPTA
 - ii. ICWA
 - c. Dilemmas in Child Welfare
 - d. Goals & Purpose of Child Welfare
2. Contexts in the Practice of Child Welfare
 - a. Social constructions in defining Child Abuse
 - i. Cross-cultural understanding of child-rearing, discipline, the meaning of childhood
 - ii. Child abuse practice definitions, legal definitions, and thresholds for substantiation, vs. removal vs. criminal sanctions
 - b. Well-Being of Vulnerable Children and Families in the U.S.
 - i. The role of policies and public programs in family functioning and child well-being
 - c. Ecological Barriers of Parenting in Poverty
 - d. Prevention Programs
 - e. Public Safety Nets
 - f. Early Intervention Programs
3. Child Protection Systems
 - a. Goals of hotline, investigations, and on-going services
 - b. Family Preservation Programs
 - c. Mandated Reporting
 - d. Disproportionality
 - e. Framework for assessing safety
4. Theories and Frameworks in Child Welfare Practice
 - a. Resiliency theory and protective factors
 - b. Relational-cultural theory
 - c. Trauma-informed care

5. Practice Approaches in Child Welfare Practice
 - a. Solution-focused approaches
 - b. Motivational interviewing approaches
 - c. Narrative approaches
6. Neglect & Poverty
 - a. Definition and assessment of neglect
7. Physical Abuse & Corporal Punishment
 - a. Definition and assessment of physical abuse
8. Sexual Abuse & Sexual Development; Emotional abuse
 - a. Definition and assessment of sexual abuse
9. Emotional abuse
 - a. Definition and assessment of emotional abuse
10. Assessment
 - a. Assessing Child Safety
 - i. Severity
 - ii. Imminence
 - iii. Child Vulnerability
 - b. Signs of Safety & Mitigating Factors
 - i. Parent-child attachment
 - ii. Parenting capacities
 - iii. Family and community resources
 - c. Assessing Aggravating Factors
 - i. Parental substance abuse
 - ii. Domestic violence in the home
 - iii. Parental mental illness
 - iv. Lack of basic needs
 - d. Interviewing children
11. Out-of-Home Care
 - a. Licensed Foster Care
 - b. Kinship Care
 - c. Congregate Care
 - d. AACWA
 - e. ASFA
 - f. Case Plans
 - g. Concurrent Planning
 - h. Reunification
 - i. Reunification Programs
 - i. Adoption
 - j. Guardianship
 - k. Supervised Visitation
12. Permanency Planning
 - a. Placement Stability
 - b. Exiting Care

- c. FCA
 - d. SFA
 - e. Family Finding Model & approaches from model
 - f. 3-5-7 Model & approaches from model
 - g. Connections
13. Well-being of children and youth in Care
- a. Educational, physical, mental, behavioral, emotional, and social well-being
 - b. Vulnerable Youth in Care
 - i. Cross-over youth
 - ii. Pregnant and parenting youth
 - iii. LGBT youth
 - iv. Racial and ethnic minority youth
 - v. Run-away youth
 - c. Youth Empowerment
 - d. FCIA
 - e. Aging Out
14. Child Welfare Workforce Issues & Practicing Self -Care in CW Practice
- a. Funding
 - b. Workforce qualifications and training
 - c. Staffing and turn-over
 - d. Secondary Trauma
 - e. Burn-out
 - f. Career & Political self-care

XIV. Evaluation

This course is based on 210 points and utilizes the plus/minus system. Below is a breakdown of the points for each assignment and the letter grades assigned for point totals.

Assignment	Points
Class Attendance and Participation (4 points per class)	56
Quizzes (4 points per quiz)	48
Reflection Essay 1	8
Reflection Essay 2	16
DB Post 1 – assessing safety	4
DB Post 2 – enhancing permanency & well-being	4
Practice Approaches Role Play (PARP) Presentation	24
Decision Pathway Assignment	50
Total	210

For detailed instructions on the assignments, please see the assignments section.

Points	Percentage	Letter Grade
210	100	A+
197 - 209	94 - 99	A

189 - 196	90 - 93	A -
182 - 188	87 - 89	B+
176 - 181	84 - 86	B
168 - 175	80 - 83	B-
159 - 167	76 - 79	C+
147 - 158	70 - 75	C
126 - 146	60 - 69	D
0 - 125	59 or below	E

Attendance Policy

Attendance/participation is an evaluative activity. Students are expected to attend class sessions, actively participate, be on time, and stay for the entire class. The only exceptions to the attendance policy will be for absences that are in accordance with the observance of a religious holiday (<http://www.asu.edu/aad.acd/acd304-04.html>) or for those that are in accordance with school-sanctioned activities (e.g. athletics, performing arts, etc; <http://www.asu.edu/aad/manuals/acd/acd304-02.html>). If you will be absent for one of these reasons, you will need to notify me at least two weeks in advance. A make-up assignment will be given to you, which must be submitted prior to the scheduled absence.

Late Assignments

Ten percent of an assignment's points will be deducted for each day an assignment is late, up to fifty percent. After fifty percent of the points have been deducted, you may turn in a late assignment anytime over the course of the semester up until the last day of class. The first day an assignment is late begins one minute after the assignment is due and extends until 11:59 p.m. the following day. Each 24 hour period thereafter is an additional day late.

Quizzes may not be taken late. Students who do not take a quiz by the due date will receive zero points for the quiz.

Incomplete Grade

In extreme circumstances, students may negotiate for an incomplete in this class. This must be negotiated with the instructor prior to the last day of classes. The instructor reserves the right to define the terms and conditions of an incomplete.

XV. Additional Expectations and Information

Class Format

This class will be taught as a hybrid course. Presentations and other course materials will be posted to the course's Blackboard site. Students are expected to read and critically consider the material before coming to each in-person class. The material will be posted each Friday by noon for the following week's Thursday class. The in-person classes will primarily consist of critical discourse, discussion and application of the course information. The instructor will not

present the materials from the e-presentation or lecture from them. Additionally, the instructor will not present the information from the readings or review them. Students are expected to read the readings and be able to draw upon the information in them for class discussions. Students are encouraged to come to class prepared. The instructor may randomly call on students during class discussions.

Notice as to Potential Offensive or Sensitive Materials

This course will cover material which could be considered sensitive and/or offensive to some students. Issues related to the well-being of vulnerable children and families will be discussed in relation to racism, sexism, heteroism, ethnocentrism, and the oppressive nature of poverty. Institutional racism will be presented as a factor in disproportionality and disparate outcomes in child welfare. Additionally, sexuality will be discussed in the context of the sexual behaviors and reproductive health care rights of youth in foster care, child sexual abuse, and partner/marital rape in the power cycle of domestic violence. The use of corporal punishment in the discipline of children will be questioned. The rights of LGBT youth and families will be promoted. Finally, as one of the ethical responsibilities of social workers is to advocate on behalf of oppressed populations and work toward social justice, the instructor and the readings may present views that are contrary to the dominant culture's views.

Students with Trauma in their Backgrounds

Students with adversities or traumas in their background are encouraged to seek assistance in coping with the aftereffects of those traumas in personal or clinical settings. It is expected that some students in this class will have experienced some of the adversities covered in this course. In the discussion of these adversities, students are reminded of their professional use of self. When students are in professional roles, disclosure should only be used as a means of promoting understanding among others, not as tool to promote self-healing. Disclosure related to healing should remain in personal settings. If the sharing of a personal experience will cause others to feel the need to support or assist you in anyway or validate the trauma for you (i.e. you need something after the sharing), that sharing should remain in personal environments. If the trauma is reconciled in such a way that it promotes advocacy or awareness in others rather than prompting a concern for you, personally, that sharing can be done in the public space of the classroom. In general, if the disclosure of an experience prompts undo anxiety, shame, flashbacks, dissociation, fear, anger, or emotionality that cannot be easily managed through your own internal resources, those experiences should not be shared in the classroom.

If a discussion in class is triggering you, in the practice of your own self-care, you are welcome to leave the class. You will still be responsible for the materials covered while you are gone. If you need to leave class on multiple occasions or for extended time frames, it is advised that you withdraw from the course.

ASU students can receive counseling and crisis services through the ASU Counseling Centers. Students can arrange for individual or group services. In addition, students can receive crisis services by walking into a counseling center at any of the Counseling Center locations or by calling the EMPACT crisis line. The downtown campus location is at the Post Office Building in suite 208. Their phone number is 602-496-1155. The EMPACT crisis line for ASU students is 480-921-1006.

Professionalism

Students are expected to maintain professionalism in accordance with the ethical standards for behavior in the NASW Code of Ethics and to abide by the ASU Student Code of Conduct. Demeaning, aggressive, or hostile language (including sexist, racist, heteroist, and transphobic language) will not be tolerated in class or on the Blackboard discussions.

Students who display behaviors contrary to the Student Code of Conduct can be removed from the class. Additionally, students are expected to adhere to the NASW Code of Ethics with respect to the Principles and Standards that would apply to class discussions, class participation, and class work. Students who violate the Code of Ethics, including through their words or actions toward other students, the instructor, or guests may be removed from the class, receive a failing grade for the class, have points deducted on an assignment or graded activity, and/or be referred to the School of Social Work Standards Committee.

ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status including: race, color, sex, religion, national origin, age, disability and genetic information and based on the additional statuses (which are not federally protected classes): veteran status, sexual orientation, and gender identity. (ACD 401: [Prohibition Against Discrimination, Harassment, and Retaliation](#)).

Students in the class have the right to a non-discriminatory and non-harassing environment. Students who feel they have been harassed or discriminated against by the instructor or other students may contact the Dean of Students at their campus in order to discuss their concerns and seek a solution. Students associated with the School of Social Work, regardless of their campus may also contact the Assistant Dean of Students, Dana Newell (Dana.Newell@asu.edu; 602-496-0600).

Students may choose their own pronoun and may request to be referred to by a name that is different from their roster name. It is expected that all students in the class honor other students' gender identity with respect to pronouns and name identification. If you would like to be referred to by a specific pronoun or name, please let me know.

Requesting Special Considerations or Exceptions

Please note that while I am compassionate to the complex lives of students and the multiple adversities they encounter, no special considerations will be given to any student for any reason that are contrary to the policies laid out in this syllabus. I understand that students need to make choices, and that sometimes it is within theirs, and/or their families' best interests to be absent from a class, to turn in an assignment late, to not complete all the readings, and/or to be unprepared for a quiz. There are sufficient points built into the grading scheme so that students can, on occasion, make these choices and still do well in the class. For example, if students perform well on all other assignments, they could be absent from one or two classes and still make an A. This is done to accommodate students' need for flexibility and to allow students to practice self-care. Students can choose their own priorities.

This is also done to reinforce the development of work/life balance. In practice, all of our choices (including missed appointments with clients, being unprepared for a visit with a client, not getting documentation completed timely, etc.) have real consequences on clients' lives, regardless of the validity of the reason for the choice. In the practice of work/life balance, students need to learn to balance their own and their families' needs against professional needs. In practice, the needs of the clients and the agency do not stop just because the practitioner has a valid reason for missing work. Thus, in the class, the expectations of the class do not stop just because a student has a valid reason for not being able to meet the expectations. Please do not ask for exceptions to the policies in the syllabus. If an assignment is late, there will be points deducted regardless of the reason. If a class is missed, points will be deducted regardless of the reason. However, you can still do well, overall, by performing well on other activities. This mirrors practice in that if you miss an appointment with a client you can work to restore the client's trust by working hard with the client in other areas and/or being present and timely in the future.

If you experience a significant personal or familial problem during the course of the semester that would cause you to be late on multiple assignments, you may withdraw from the class, or after the course withdrawal deadline, you may negotiate for an incomplete. You may also request a compassionate withdrawal from all your classes through the university.

IT Help

ASU offers IT assistance to students. Representatives are available 24/7. The help desk phone number is 1-855-278-5080. Please use all available avenues from ASU's IT services to resolve technological issues before contacting the instructor. If you encounter a technical problem while taking a quiz, please call the help desk immediately. If they are unable to help you, please ask for the ticket number of your help desk request. Then, email the instructor about the problem. The instructor may ask for your ticket number.

Communication with the Instructor

Electronic communication will be the primary source of communication with students outside of class. I will communicate with students using their ASU email accounts and through the tools associated with Blackboard. Email is also the best way to contact me. I sporadically check my voice mail but check my email almost every day. Please allow me 24 business hours (does not include weekends and holidays) to respond to an email before emailing me again. You may also email me to schedule a time to meet in person or a time to have a phone conference.

Writing Competency

The primary method of communicating about the safety, permanency, and well-being of children in child welfare work is through reports to providers and the courts. It is imperative that practitioners can communicate articulately and effectively through their writing. Therefore, writing ability will be assessed in all work submitted to the instructor in this course. Students who struggle with writing proficiency are strongly encouraged to use the resources of the Student Success Center. The writing tutors of the Student Success Center can meet with students in person or on-line to provide feedback on their written work. They can also assist students in organizing their thoughts and formatting their work. At the Downtown Campus, the Student Success Center is located in Suite 171 of the UCent building. Further information can be found on their website at <https://tutoring.asu.edu>.

While grading a written assignment, if I am struggling significantly to understand what the student is saying, because of the quality of the writing, I will return the assignment to the student and require that the student work with a writing tutor at the Success Center. When the assignment is returned, the student will be given a revision due date. Ten percent of the grade will be deducted for not having addressed writing competency prior to submitting the assignment. For each day after the revision due date that the assignment is late, ten percent will also be deducted in accordance with the last policy. When the student resubmits the assignment, the student must provide evidence that the student consulted with the Student Success Center.

Assignment Submission

The Reflection Essays, and Decision Pathway Assignment should be submitted via the Blackboard's assignment submission tab by the due date identified in the course outline. Please do NOT email these assignments to me. The Reflection Essays and Decision Pathway Assignment will be submitted via safe assign. This link will automatically check the assignments for plagiarism.

I can open Microsoft and Adobe (PDF) documents. Please be sure to use one of these software versions to complete your written assignments. If I am unable to open your paper, it may be considered late.

Contribution Forms

For the PARP Presentation, grades will be assigned based on two parts. The first part will be an overall assignment score. All members of the group will receive the same score, regardless of which portion each group member contributed. The second part will be an individual contribution score. The individual contribution score will be the average score that student received on the contribution forms submitted by his/her group members.

All students will complete a contribution form noting the extent of contribution to the final product of each of their other group members. Students will rate their group members on a scale of 1 to 10 with 10 being that the member contributed as much or more than other members. These contribution scores will be averaged to calculate each student's average contribution score. If a student's average contribution score is less than 10, the student will have points deducted from his/her overall assignment grade in increments of ten percent. Ten percent will be deducted from the assignment grade for each contribution score less than 10. For example, if a student earns an average contribution score of 8, that student's PARP Presentation grade will be reduced by 20%. If the group received a perfect score of 30 for the presentation, that individual student would receive a score that is 20% less or a score of 24 ($30 \times .20 = 6$; $30 - 6 = 24$). If the group received a score of 24, the student would receive a score of 18 ($24 - 6 = 18$).

All students are strongly encouraged to communicate regularly with their group members, to begin the assignment early, to ensure that all group members have the opportunity to equally contribute, to share the assignment tasks equally, to allow all group members ample time to review and revise each other's work, and to equally contribute to the final product. This models the work of teaming and collaboration in practice.

Assignments

Class Attendance & Participation

Being physically and mentally present in class allows students to benefit from class discussions. It is expected that students' professional experiences will be a supplement to the class materials. When students are not present in class, they miss a vital component of the course, that of class discussion. This cannot be made-up. Therefore, students are expected to be present for each class period, be on time, be awake, and be attentive.

Students are also expected to participate positively in the discussions and to be able to draw upon the information presented in the e-presentations and readings for class discussions. If you are not engaged in the discussions, you are participating in side conversations, and/or you are using electronic devices for non-class related activities, you can lose participation points.

You will earn 4 points for being present, on-time, engaged, and participating positively in each of the 14 in-person classes (56 total points). These points cannot be made-up unless you are absent in accordance with a university policy (please see the attendance policy in Section XIV).

Weekly Quizzes

Each week, students will be responsible for taking a quiz that covers the week's e-presentation and readings. The quizzes will consist of multiple choice and short answer questions. Quizzes will open on Saturday by noon and will be available until the following Thursday at 2:50 p.m., as identified in the course outline.

The quizzes are timed. Students will have 30 minutes to take each quiz. You may refer to the course materials while taking the quizzes, however, you should be aware that the questions will largely be conceptual and cumulative in the nature. You will likely not find the answer to the quizzes by simply searching for key words. To do well on the quizzes, students need to have read the e-presentation and readings prior to taking the quiz.

Each quiz is worth 4 points. There are 12 quizzes for a total of 48 points. Quizzes may not be taken late or retaken.

Students are on the honor system to be ethical and honest concerning the quizzes; they should not share quiz questions with other students who have not yet taken the quiz or cheat in any other way. Quizzes are individual assignments. You may not take them in groups or in concert with others. Students in CWEP field placements may not take quizzes on Mondays or Wednesdays during field hours. If you are a CWEP field student and you take a quiz while at field, you will receive a zero for that quiz and will be questioned about the integrity of the answers. Academic dishonesty can result in a failing grade in this class and expulsion from the university.

Once you enter a quiz, you will not be able to re-enter it. Prior to taking a quiz, please make sure you are on a reliable internet connection, that you have sufficient power to your device, that you will not be interrupted during the time frame, and that your computer is not scheduled for

updates that would cause it to shut down. If you experience a technical problem, you should call the helpdesk immediately and then email the instructor. The instructor may, on a case-by-case assessment, re-open a quiz if you experience a technical problem.

Reflection Essay 1

Watch the video, Healing Neen. It is available at: <https://vimeo.com/15851924>

In a written essay, discuss your thoughts in response to the reflection questions.

Reflection Questions:

- 1) What did you learn about the long-term impacts of trauma on feelings, thoughts, and behavior?
- 2) What did you learn about how people recover from or reconcile trauma in such a way so that it no longer has as much power in negatively impacting them?
- 3) How will your work with parents who are involved in the child welfare system be impacted by what you learned?

The essay should be no more than 2 pages in length (please note: Going over the page limit will result in a reduction in points. Learning to write concisely is a part of writing competency).

The Reflection Essay should be in APA format with respect to formatting (Times New Roman, 12 point font, double spaced throughout, 1 inch margins), language, citations, and references. You must include a title page with your name on it. Additionally, the pages must be numbered. Note that the title page and reference page(s) are not included in page limits, but should have page numbers on them. An abstract is not necessary, nor is a running header with an abbreviated title. Please note that the default style in MS Word does NOT conform with APA formatting in font, size, or paragraph style. You must use headings to distinguish your responses to each of the three sections of the assignment. In APA style, a level 2 heading (the title is level 1) should be left aligned, in title case, and in bold face type. You may use first person language when writing this essay.

Reflection Essay 2

Read the book, *Growing Up in the Care of Strangers*, which is a collection of stories from adults who were in foster care. The authors of these stories demonstrate resilience. They all achieved educational and career success, despite their childhood/youthful adversities. Less than 3% of young adults from foster care will graduate from college, yet most of the authors in this book achieved this significant milestone. Reflect on their experiences by addressing the following:

- 1) Discover what you think some of the common themes are among the stories that **helped these authors be resilient**. What **protective factors** did they share? Identify **at least two protective factors** you believe were present in the authors' experiences that helped them build resilience.
- 2) Discuss how the child welfare system could better assist children and youth in foster care in accessing protective factors. What could the child welfare system do differently to increase children and youth's resilience?

- 3) Discuss what you learned about what children and youth want and need while in foster care. What would have improved the lives and well-being of the authors while they were in foster care?
- 4) If you became a Child Welfare worker what would you do differently to help children and youth in foster care?

The essay should be no more than 4 pages in length. (Please note: Going over the page limit will result in a reduction in points. Learning to write concisely is a part of writing competency).

The Reflection Essay should be in APA format with respect to formatting (Times New Roman, 12 point font, double spaced throughout, 1 inch margins), language, citations, and references (you must cite and reference the book). You must include a title page with your name on it. Additionally, the pages must be numbered. Note that the title page and reference page(s) are not included in page limits, but should have page numbers on them. An abstract is not necessary, nor is a running header with an abbreviated title. Please note that the default style in MS Word does NOT conform with APA formatting in font, size, or paragraph style. You must use headings to distinguish your responses to each of the four sections of the assignment. In APA style, a level 2 heading (the title is level 1) should be left aligned, in title case, and in bold face type. You may use first person language when writing this essay.

Assessing Safety Strengths Discussion Board Post

Students will be presented with a case scenario. Based on this scenario, students must identify two unique safety strengths, signs of safety, mitigating factors, and/or protective capacities. Students will need to identify each safety strength and then describe how it is a strength and/or how it mitigates risks or safety threats. Students will be divided into discussion groups for this assignment. Within each group each safety strength identified must be unique (e.g. if a prior student already identified that the parent expressed empathy for the child, then no other student in that group should name that same safety strength). Students will need to read every prior post in order to identify something unique to post. Students will only be able to read the posts in their own group.

Each post is worth 4 points. One point will be earned for identifying each of the two unique safety strengths and one point will be earned for describing each of the two safety strengths and how they mitigate safety threats.

Enhancing Permanency and Well-Being Post

Students will be presented with a case scenario. Based on the scenario, each student must identify two unique permanency or well-being enhancements for one or more of the children in the case. Students will need to identify the enhancement (e.g. enroll one of the children in pre-school) and then describe how that would be done why it would be important. Students will be divided into discussion groups for this assignment. Within, each group, the enhancements each student identifies must be unique to that group's discussion. For example, if a student has already identified enrolling one of the children in pre-school, then subsequent students who post to that board should not identify that enhancement. Students will need to read every prior post in

order to identify something unique to post. The enhancements can relate to permanency (identifying, finding, and engaging family, or creating or confirming connections) or well-being (emotional, social, educational, physical, spiritual). Students will only be allowed to read the posts in their own group.

Each post is worth 4 points. One point will be earned for identifying each of the two unique enhancements and one point will be earned for describing how and why each of the two enhancements would be pursued.

Practice Approaches Role Play (PARP) Presentation

Students will create a role play with examples of the practice approaches learned in class. The role play needs to have a problem within it that might be encountered by a child welfare social worker. It could involve a youth who is unhappy in her placement and threatening to run away, a parent who is not attending his substance abuse counseling sessions, a grandparent who is allowing the parent unsupervised visits, etc.

The role play should be a conversation between a child welfare social worker and a client and should contain the following:

1. at least ONE bearing witness statement consistent with Trauma-Informed approaches,
2. at least ONE example of a question consistent with Solution-Focused approaches,
3. at least ONE reflection statement consistent with Motivational Interviewing Approaches, and
4. at least ONE question consistent with Narrative approaches.

Please note that the role play must be within the context of child welfare practice. The Social Worker in the role play must be a public child welfare social worker. The Social Worker in the role play should not be playing the part of a therapist, school social worker or mental/behavioral health clinician.

The presentation should start with an introduction that provides the relevant background information about the current problem and the client. The presentation should then present the role play. Finally, the presentation should end with a conclusion that identifies the questions or statements that were examples of the four approaches and that names those questions or statements (e.g. the Social Worker bore witness to the client's trauma when she said...we used a miracle question when the Social Worker asked...., we used a complex reflection when the Social Worker stated...., we used a story-telling question when the Social Worker asked.....).

The role play must contain specific examples that are consistent with the four approaches as they are presented in the Practice Approaches e-presentations. I am looking for specific examples of those approaches, not just examples of being nice or asking open-ended questions.

This assignment will be graded based both on the grading rubric for the assignment and each student's average contribution score (see the section XV, sub-section, contribution forms). The presentations will be graded in class. Nothing needs to be submitted, other than the contribution form, in association with this assignment.

Decision Pathway

You will be provided with a case scenario for which you will need to make a series of decisions as if you were the child welfare social worker in the case. While there will be no “right or wrong” decision, you will describe the advantages and disadvantages of each possible decision, and then explain why you ultimately chose one decision over another. For the most part, I will not be grading your responses based on the choice you made, but rather, based on your understanding of the impact of the choice you made and the rationale you used to make the decision.

The pathway case will be available two weeks before it is due. There will be 10 decisions worth 5 points each. Several of the decisions will require several paragraphs in order to fully respond to the questions (e.g. fully describing the advantages and disadvantages of your placement decision for each child). A couple of the questions will have specific information you will have to include in order to gain full points. For example, the response to the question about services for the children should reflect the course materials on early intervention. You should plan for this assignment to take about 4 – 8 hours. We will discuss your completed decision pathways on the last day of class.

The assignment is an individual one, you should not work on this assignment with your colleagues or work on this assignment in groups. Please do not ask other students for copies of their completed assignments. Please do not provide your assignment to other students. While there are often times in Child Welfare Social Work when we will collaborate and seek consultation, the purpose of this assignment is for you to identify your own judgements, choices, and rationales free from the influence of other students. Students who seek consultation from others on this assignment may fail the assignment and may fail the class.

Please DO NOT include the narrative of the scenario in your assignment. Rather create a new document. Then, use section headers in your paper that correspond with the decision numbers in the pathway assignment. Your submitted assignment must have a title page with your name on it and the pages must be numbered. It should be in 12 pt., Times New Roman font, and have 1 inch margins. It can be single-spaced or double-spaced. You should write in first person for this assignment.

Course Outline

Date/Week	Topic	Associated Readings	Assignment Due
Week 1 Aug. 16	Syllabus Presentation Groups What is Child Welfare History of Child Welfare CAPTA Dilemmas in Child Welfare ICWA Goals & Purpose of Child Welfare	Syllabus	Meet PARP Groups
Week 2 Aug. 17 to Aug. 23	Contexts in CW Practice Social Constructions Defining Child Abuse Vulnerable Children and Families Ecological Barriers of Poverty Prevention Public Safety Nets Early Intervention Programs	Waldfoegel, Ch. 6	Quiz 1 (due by 2:50 p.m. on 8/23)
Week 3 Aug. 24 to Aug. 30	Child Protection Systems Child Welfare process Family Preservation Programs Mandated Reporting Disproportionality Safety Assessment Framework	Fontes Ch. 3	Quiz 2 (due by 2:50 p.m. on 8/30)
Week 4 Aug. 31 to Sept. 6	Relational-Cultural Theory Resiliency Theory Trauma Informed Care	Turnell & Edwards, Ch. 3	Quiz 3 (due by 2:50 p.m. on 9/6)
Week 5 Sept. 7 to Sept. 13	Solution Focused Approaches Motivational Interviewing Narrative Approaches	Berg & Kelly Ch. 5	Quiz 4 (due by 2:50 p.m. on 9/13) Reflection Essay 1 (due by 2:50 p.m. on 9/13)
Week 6 Sept. 14 to Sept. 20	Neglect & Poverty		Quiz 5 (due by 2:50 p.m. on 9/20)
Week 7 Sept. 21 to Sept. 27	Physical Abuse & Corporal Punishment	Fontes Ch. 5	Quiz 6 (due by 2:50 p.m. on 9/27)
Week 8 Sept. 28 to	Sexual Abuse	Fontes Ch. 6	Quiz 7 (due by 2:50 p.m. on 10/4)

Oct. 4	Emotional Abuse		Reflection Essay 2 (due by 2:50 p.m. on 10/4)
Week 9	Fall Break – work in groups on PARP presentations		
Week 10 Oct. 12 to Oct. 18	Assessments Severity Imminence Vulnerability Signs of Safety	Fontes Ch. 4	Quiz 8 (due by 2:50 p.m. on 9/18) PARP Group 1 (due in class)
Week 11 Oct. 19 to Oct. 25	Parental Substance Abuse Domestic Violence Parental mental illness	McRoy & Vick, Ch. 1	Quiz 9 (due by 2:50 p.m. on 9/25) PARP Group 2 (due in class)
Week 12 Oct. 26 to Nov. 1	Out-of-Home Care Licensed Foster Care Kinship Care Congregate Care AACWA ASFA Case Plans Concurrent Planning Reunification Adoption Guardianship Supervised Visitation	Berg & Kelly Ch. 7	Quiz 10 (due by 2:50 p.m. on 11/1) Assessing Safety Strengths DB Post (due by 2:50 p.m. on 11/1) PARP Group 3 (due in class)
Week 13 Nov. 2 to Nov. 8	Permanency Planning Exiting Care Placement Stability FCA SFA Family Finding Model 3-5-7 Model Connections	Hyde & Kammerer, 2009* Unrau, Seita, & Putney, 2008*	Quiz 11 (due by 2:50 p.m. on 11/8) PARP Group 4 (due in class)
Week 14 Nov. 9 to Nov. 15	Well-Being of Children in Care Educational well-being Vulnerable Youth in Care Youth Empowerment FCIA	Stott, 2013* Mitchell, 2018*	Quiz 12 (due by 2:50 p.m. on 11/15) PARP Group 5 (due in class)

	Aging Out		Enhancing Permanency & Well-Being DB Post (due by 2:50 p.m. on 11/15) Decision Pathway case available
Week 15 Nov. 16 to Nov. 22 (no class on Nov. 22)	Child Welfare Workforce Issues Practicing Self-Care	Popple & Vecchiolla, Ch. 10	
Week 16 Nov. 23 to Nov. 29	Decision Pathway discussion in class on 11/29		Decision Pathway Assignment (due by 2:50 p.m. on 11/29)

Notes: * = these readings are available through the ASU library e-journals, they are not available on BB.

Readings References

- Berg, I. & Kelly, S. (2000). *Building solutions in child protective services*. New York, NY: W.W. Norton and Company.
- Fontes, L. A. (2005). *Child abuse and culture, working with diverse families*. New York, NY: Guilford Press.
- Hyde, J. & Kammerer, N. (2009). Adolescents' perspective on placement moves and congregate settings: Complex and cumulative instabilities in out-of-home care. *Children and Youth Services Review*, 31, 265-273.
(*available through the ASU library e-journals)
- McRoy, R. & Vick, J. (2006). Intersecting child welfare substance abuse and domestic violence. In R. Fong, R. McRoy, C. O. Hendricks, *Intersecting child welfare, substance abuse and family violence: Culturally competent approaches* (pp. 3 – 23). Alexandria, VA: CSWE Press
- Mitchell, M. B. (2018). “No one acknowledged my loss and hurt:” Non-death loss, grief, and trauma in foster care. *Child & Adolescent Social Work Journal*, 35, 1 – 9.
- Popple, P. & Vecchiolla, F. (2007). *Child welfare social work an introduction*. Boston, MA: Pearson Education Inc.
- Stott, T. (2003). Transitioning youth: Policies and outcomes. *Children and Youth Services Review*, 35, 218 – 227.
- Turnell, A. & Edwards, S. (1999). *Signs of safety: A solution and safety oriented approach to child protection casework*. New York, NY: W.W. Norton & Company Inc.
- Unrau, Y. A., Seita, J. R., Putney, K. S. (2008). Former foster youth remember multiple placement moves: A journey of loss and hope. *Children and Youth Services Review*, 30,

1256-1266.

(*available through the ASU library e-journals)

Waldfoegel, J. (2006). *What children need*. Cambridge, MA: Harvard University Press.