

SWK-S 180 Select Topics in Human Welfare (3 cr.)

Course Information

Semester Year: Spring 2017
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXXX
Office Hours: XXXXXXXXXX

Course Description

This course provides a comprehensive overview of the child welfare system, with special emphasis on current child protection and child welfare services in Indiana. Students in this course may be interested in exploring careers working with children and families in the child welfare system. Topics covered will include the historical roots of child welfare policy and services; societal, familial and individual risk and protective factors for child abuse and neglect; an overview of the types of services provided to children and their families in their homes, in the community and in placement; the roles and challenges of the child welfare worker; and the ethical and legal basis for federal and local child welfare practice. The course will also discuss issues in family diversity and cultural competence required for child welfare practice today.

This course is a service-learning course with a required component of a minimum of 20 hours of volunteer work in an identified social service agency in the child welfare system or an agency that collaborates with the child welfare system; Oral and written reflection about the connection between course content and the service activities.

Course Objectives

- S180-01** Understand the historical development of child welfare policy and services
- S180-02** Identify the legal rights and responsibilities of families and children
- S180-03** Identify aspects of family diversity including race, ethnicity, religion, sexual orientation, and socioeconomic status and articulate a beginning understanding of how those diversities may impact child welfare practice.
- S180-04** Identify the impact of poverty, family violence, addiction and homelessness on family life.
- S180-05** Understand the range of services available to families including prevention, assessment, home-based intervention, foster care and adoptive placement
- S180-06** Understand the basic models and processes of intervention with families who have experienced child abuse and neglect, with emphasis on the strengths perspective.
- S180-07** Identify personal values and basic skills that may support or conflict with future practice in the child welfare system
- S180-08** Identify emerging issues for future practice in the child welfare system, including educational requirements and current employment opportunities in Indiana.

Required Texts

Crosson-Tower, C. (2013). *Exploring child welfare (6th Ed)*. Boston: Allyn & Bacon.

Cross-Tower, C. (2003). *From the eye of the storm: The experiences of a child welfare worker*. Boston: Pearson Education, Inc.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1.1: History of Child Welfare

Dates:

Overview

- A. Welcome to the class!
- B. Introductions
- C. Review syllabus
- D. Social Work & Child welfare
- E. History of Child Welfare (Nineteenth Century)
- F. Orphan Train video

Assignments

Readings

1. Reading: "Where does it begin?" From the Eye of the storm.
2. Crosson-Tower(2013), Chap. 1, pp. 1-22 ; Chap.8: pgs.175-185

Module 1.2: History of Child Welfare, con't.

Dates:

Overview

- A. History of Child Welfare(Twentieth Century) Policies and Service System

Assignments

Readings

1. Review Chap 1 Crosson-Tower(2013) Chap 11 pgs 252-253

Individual Assignment

1. DUE: Reflection Paper # 1 History of Child Welfare

Module 2.1: Families

Dates:

Overview

- A. Service Learning Orientation Session
- B. Mon. Chat Mandatory
- C. Families and Values
- D. What is a family?

- E. Genograms
- F. Families and Culture
- G. Multigenerational Influences video

Assignments

Readings

1. Crosson-Tower(2013), Chap. 2, pgs 23-32
2. Crosson-Tower (2013), Chap. 2, pgs. 33-46
3. "Dose of Reality and Culture Shock" Eye of the Storm
4. "In Search of the Perfect Parents" Eye of the Storm

Individual Assignment

1. DUE: Values Clarification exercise

Module 2.2: Families, con't

Dates:

Overview

- A. Family Life Cycle and Stress
- B. Families and strengths Assignments
- C. Children and Poverty

Readings

1. Crosson-Tower(2013), Chap. 2, pgs.47-52
2. "A transfer to the front lines" Eye of the Storm
3. Crosson-Tower (2013), Chap. 3

Individual Assignment

1. DUE: Case Simulation Exercise 9/26
2. DUE: Genogram Exercise 9/29

Module 2.3: Families, con't

Dates:

Overview

- A. Families and other social problems: Violence, addiction, mental illness and homelessness
- B. The continuum of child welfare services: Prevention services
- C. Family support services

Readings

1. Crosson-Tower (2013), Chap. 4
2. "An act of God?" and "Haunted by echoes" Eye of the Storm
3. Crosson-Tower (2013) Chap. 6

Individual Assignment

1. DUE : Reflection Paper #2 10/6 "My family and my values"

Module 2.4: Families, con't

Dates:

Overview

- A. Family Counseling
- B. Ethical considerations

Readings

1. Crosson-Tower(2013), Chap. 7
2. NASW Code of Ethics from: [naswdc.org/pubs/code/](https://www.naswdc.org/pubs/code/) Print it out and study

Individual Assignment

1. DUE: Reflection Paper # 3 Families

Module 3.1: Child Protection Services and Court

Dates:

Overview

- A. What is child abuse and neglect?
- B. Mandatory reporting
- C. Role of the investigator risk assessment
- D. Case Worker video
- E. Midterm Review

Readings

1. Crosson-Tower(2013), Chapter 8
2. Indiana Criminal Code website
3. Indy Star website [IndyStar Sylvia Likens article](#)
4. "Childhoods in Hell" Eye of the storm

Module 3.2 Child Protection Services and Court, con't.

Dates:

Overview

- A. Court Services
- B. Juvenile Court
- C. CHINS
- D. Court Video

Readings

1. Crosson-Tower (2013), Chap. 10
2. "Fickle lady Justice"

Individual Assignment

1. DUE – REFLECTION PAPER #4 – "Child Protection Services – Opportunities and Challenges"

Module 3.3 Child Protection Services and Court, con't.

Dates:

Overview

- A. Midterm Exam

Readings

1. Chaps. 1-4 6,7,8 and 10 other readings assigned

Module 4.1: Family Preservation

Dates:

Overview

- A. Family Preservation
- B. Kinship Parents Video

Readings

1. Crosson-Tower, (2013) Chap. 9
2. Eye of the Storm Chap. 16 "Graduate school and beyond"
3. "A different world" Eye of the Storm

Module 4.2: Family Preservation, con't

Dates:

Overview

- A. Foster Care
- B. Foster Parents Speak out video

Readings

1. Crosson-Tower(2013), Chap. 12
2. Eye of the Storm "On my own"

Module 4.3: Family Preservation, con't

Dates:

Overview

- A. Adoption
- B. Adoption and Safety Act Video

Readings

1. Crosson-Tower(2013), Chap. 13
2. Eye of the Storm "On my own"

Individual Assignment

1. Due: Reflection Paper # 5 11/24 Topic: Family preservation

Module 4.4: Family Preservation, con't

Dates:

Overview

- A. Residential Care
- B. Teen Pregnancy and Parenting

Readings

1. Crosson-Tower,(2013) Chap. 11
2. Crosson-Tower,(2013) Chap. 14

3. A Mother's legacy?" Eye of the Storm

Module 5.1: Future Trends

Dates:

Overview

- A. What does it take to work in child welfare?
- B. Pathways Video
- C. Final Exam Review
- D. Future Directions of child welfare

Readings

1. Crosson-Tower,(2013) Chapter 15

Individual Assignment

1. Due: Interview Paper

Module 5.2: Future Trends, con't

Dates:

Overview

- A. Final Exam

Readings

1. Crosson-Tower, Chapters 9, 11,12,13,14,15

Module 5.3: End of course

Dates:

Overview

- A. LAST CLASS!!!
- B. Evaluate the class

Individual Assignment

1. Due: All Service Learning paper work
2. DUE : Final Reflection Paper

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Service Learning Project
 - a. DUE:date

- b. Final Grade Percentage:%
2. 5 Reflection Papers @ 3 pts each
 - a. DUE:date
 - b. Final Grade Percentage:%
3. Case Simulation
 - a. DUE:date
 - b. Final Grade Percentage:%
4. Genogram
 - c. DUE:date
 - d. Final Grade Percentage:%
5. Midterm Exam
 - a. DUE:date
 - b. Final Grade Percentage:%
6. Interview Paper
 - a. DUE:date
 - b. Final Grade Percentage:%
7. Final Reflection Paper
 - a. DUE:date
 - b. Final Grade Percentage:%
8. Final Exam
 - a. DUE:date
 - b. Final Grade Percentage:%

Assignment Details

1. Reflection Papers:

Reflection papers are informal papers where you do not need to use formal APA citations (unless you DIRECTLY QUOTE from a source) and you may use first person (“I”). They DO need to be neatly typed, doubled spaced, using proper grammar and should be three to four pages in length. They do NOT need a cover page (but you DO need to make sure your name appears on each paper) and should be handed in the folder for this class. Each reflection paper should address 3 things:

1. What did you DO? (Read the text, thought about your own life, watched a movie, etc.)
2. Choose a specific concept or idea we have discussed in class or in your text and explore it in more depth.
3. Describe what you learned from this, answering the four questions below:
 - What did I learn (about myself, or about clients, colleagues, communities, agencies, etc.)?
 - How did I learn it?

- Why is this learning important for me as a potential social worker?
- What will I do in my future career as a result of this learning?

2. Midterm and Final Exams:

These two tests will cover the reading from each half of the semester. They will be taken through Oncourse test and survey tab. Each exam will be posted online the week prior to the exam and each student will be able to access the exam once opened by the instructor on assigned date.

3. Interview Paper:

Each student will be responsible for identifying a social worker who is currently employed in a child welfare position or a social service agency that collaborates with child welfare. (If you need ideas, SEE ME!!!! It might be someone at your service learning site. You may also interview friends or family members, as long as they are currently employed in a child welfare position.) This paper is due 12/8/2014 No extensions! Use the outline below for the questions to ask in the interview and divide your paper into those five sections:

1. Tell me how you came to be a worker in child welfare services. Is this what you always wanted to do with your career?
2. What is your educational background? What classes or experiences were the most helpful to you in your current work?
3. Tell me what your typical day might be like. What do you do on a daily basis?
4. What do you like best about your job? What are the biggest challenges in your work?

AFTER you have completed the interview, YOU should answer the questions below:

5. Use the information gathered above to determine whether the position described might be a good fit for the student's future career. What are your personal values that might help (or hinder) you in this job? What activities might you enjoy and/or be challenged? What knowledge and skills do you need to learn in order to be prepared for this or other positions in child welfare?

This paper should be five to seven pages in length, five is the minimum.

4. Final Reflection Paper:

Your Final Reflection paper needs to focus on your experiences in service learning and should follow the outline below.

1. Describe your service learning activities.
2. Identify and examine an area of academic, civic or personal learning that occurred during your voluntary service.
3. Articulate what you have LEARNED from service learning and from the class in general.

This paper is worth 15 points and should be five to seven pages in length.

5. Online chat Participation:

Each student will be rated on their own participation in the class, including attendance, punctuality, preparation and class participation. Chat sessions are not optional they are mandatory session as if you are on campus face to face. (For the criteria, see course policies).

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most BSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.

Additional Course Policies

- Since the course is designed for learning by participating, experiencing and practicing, your attendance and interaction in all sessions are important to your learning. Interaction includes participating in course activities and discussions. If a class must be missed, please let the instructor know via Canvas. Knowing that sometimes a student MUST miss class due to illness or employment commitments, (regardless for the reason of the absence) students are responsible to demonstrate their learning of the content covered during each session. Therefore, students are expected to hand in a five page paper over the readings discussed and any videos shown during their absence. Failure to hand in this “make-up” paper will result in a loss of 3 percentage points (approximately 1/30th of the course total) for each session missed.
- Because child welfare policies and practices are generally based in some feelings and beliefs, there may be emotions, differences of opinion and even some spirited debate during this course. Students are expected to conduct themselves in a professional and courteous manner, demonstrating respect for their peers and the instructor even when there are differences of opinion.
- (This applies to face to face classes only) All material is to be typed, double spaced and in APA format unless otherwise noted. The grading criteria are attached at the end of this syllabus. **Please purchase ONE paper folder, write your name clearly on the front cover and turn in ALL class assignments (reflection papers, initial paper, etc.) in that folder.** Do not remove assignments from this folder: grading is often cumulative and I am interested in seeing your growth over the semester as evidenced in your papers.
- There are no extra credit assignments or tasks unless listed in the syllabus. No rewrites of previously evaluated material are accepted.

- If for some reason you are unable to complete the work assigned, the grade of incomplete will be used on the final grade report. This indicates that a substantial portion of the course work has been satisfactorily but not entirely completed as of the end of the semester. The grade of incomplete may be given only when the completed portion of the student's work in the course is of passing quality. Instructors may award the grade of incomplete upon showing of such hardship to a student as would render it unjust to hold the student to the time limits previously established for the completion of his or her work. For the complete policy please view the website:<http://registar.iupui.edu/incomp.html>.
- Academic dishonesty (including plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course. Failure of a required social work course will result in automatic dismissal from the social work program. A student's right to appeal such dismissal is outlined in the Student Handbook. To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. You must specifically acknowledge a source each time you use that source, paragraph-by-paragraph, even sentence-by-sentence, as necessary. See the APA Manual (5th edition) for guidelines for in-text references or for specific guidelines on plagiarism and other writing issues, visit indiana.edu/~wts/pamphlets.shtml.
- A formal evaluation of the course and its instructor will be completed at the end of the course, consistent with the School's academic policy.
- Grading for the course is entered into the Oncourse system and for fairness, grades stand as they are calculated in the Oncourse system (I don't round up). As a matter of confidentiality, I do not give grades over the phone, nor will I post grades, except on the Oncourse system where you only have access to your own grade.
- In accordance with the Indiana University School of Social Work grading policy, students must earn at least a "C" to pass this course.
- In an attempt to maintain an adult climate in which ideas can be openly explored, **children do not belong** in lectures or exam situations.
- In addition, and as a courtesy to other students and the instructor, if you must bring a **pager** to class, please set it to **vibration** and, if you need to bring a **cellular phone**, **please turn it off** during lecture. (Does not apply to online course)
- Failure to remain in on line class session after attendance is taken is misrepresentation, and **at minimum** an equivalent percentage will be deducted for time missed unless demonstration of learning for the course is made per the information above. It is inappropriate to sign another student's name on an attendance sheet.
- Appointments and Contact Information: please feel free to contact me through email and if you need one on one consult 206-679-5136 please only use this number in case of emergency.