Course Descriptions
This course focuses upon child welfare, a specialized area of social work practice concerned with preventing and responding to child maltreatment. Students will learn the context, process and methods for helping vulnerable children and apply this knowledge to the four main areas of child welfare practice: child protection, foster care, adoption and residential treatment. In-depth study of critical issues in the field of child welfare will be emphasized throughout the course.

Course Rationale
Social workers have long been associated with the field of child welfare. Professionally-trained social workers who bring an ecological, strength-based and family-centered orientation to their work with clients, are uniquely qualified to provide competent child welfare services. There has recently been a resurgence of interest in child welfare practice within Social Work, resulting in an increased number of university–agency partnerships designed to train social workers for practice in public child welfare agencies. The federal government, in recognition of the staffing needs of child welfare agencies, has devoted considerable resources to the training of social workers for child welfare practice through the Title IV-E program.

Learning goals:
Upon successful completion of this course, students will be able to:
2. Identify societal changes and trends that have shaped community responses to child maltreatment.
3. Articulate and apply the values, concepts and policies that frame the delivery of child welfare services.
4. Identify the components of contemporary child welfare service systems.
5. Understand the relationship between public child welfare and community-based agencies, focusing upon client services.
6. Understand the role and function of child protection and family preservation services.
7. Demonstrate knowledge of the history, characteristics and practice issues relating to foster and kinship care.
8. Demonstrate knowledge of the continuum of child placement options and how children and youth are best matched with resources that best meet their needs.
9. Identify the clinical practice issues prevalent in both traditional and non-traditional adoption.
10. Use critical thinking skills through an in-depth case study analysis relevant to a critical child welfare issue.
11. Understand how culture impacts child welfare decisions.

Disability statement
In compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973, Eastern Washington University provides services and accommodations to students who experience barriers in the education setting due to learning, emotional, physical, mobility, visual, or hearing disabilities. For more information please contact Disability Support Services. 509-359-4706

Note on Academic Integrity
"Plagiarism (from the Latin word for “kidnapper”) is the presentation of someone else’s ideas or words as your own. You plagiarize deliberately if you copy a sentence from a book or articles and pass it off as your writing, if you summarize or paraphrase someone else’s ideas without acknowledging your debt, or if you buy or borrow a term paper to hand in as your own. You plagiarize accidentally if you carelessly forget quotation marks around
another writer’s words or mistakenly omit a source citation for another’s idea because you are unaware of the need to acknowledge the idea. Whether deliberate or accidental, plagiarism is a serious and often punishable offense (“H. Ramsey Fowler, Little, Brown Handbook, 3rd edition, Boston: Little, 1986, p. 570.” Students committing academic dishonesty at EWU will be reported to the appropriate University officials and will receive a sanction according to the University policy on Academic Integrity. Sanctions range from failure of the paper to removal from the University.

Violations of academic integrity with respect to examinations include but are not limited to copying from the work of another, allowing another student to copy from one’s own work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination. Please consult the EWU website, under Academics, Student Academic Integrity Policy for further description.

**Required Texts**

Additional articles and resources to be assigned and provided by Instructor.

**Grading will be based on the following:**

1. **Professional accountability in the classroom.** (10 points) Professional behavior is expected of all students in the classroom through engagement in a learning process that demonstrates:
   - Motivation to be responsible for personal learning.
   - Joining actively in class and small group discussions
   - Willingness to ask questions to gain clarity and understanding, willing to discuss mistakes as well as accomplishments.
   - Maintaining relevant participation in class by completing assigned reading
   - Contributing to a classroom environment that is respectful
   - Giving beneficial and appropriate feedback to others during practice sessions
   - Thoughtfulness in listening and responding to viewpoints and ideas of others.
   - Participating in the creation of an classroom environment that promotes a “safe place” for practicing skills and testing knowledge.
   - Engagement in applicable learning by bringing illustrative case examples to the classroom discussion
   - Taking the necessary steps to turn assignments in on time.
   - Follow appropriate measures to maintain confidentiality inside and outside of the classroom.

**Attending class.** Students are expected to attend all classes and come to class on time. Extensions of due dates for papers, tapes, and presentations will not be given unless related to emergency medical situations or bereavement. Points will be deducted from late assignments.

2. **Website Review** (15 points) due week #2.
   Select a professional website related to child welfare. Write a review of the website, not exceeding two pages, that includes response to the following:
   - **Heading: url and name of site**
   - Why would this site be important for child welfare practice?
   - **Heading: Relevance to Child Welfare Practice**
   - Resources available on this site.
   - **Heading: Site resources**
   - Who is this site directed to – practitioners, foster parents, administrators?
   - Why would they find this information important to their work?
   - **Heading: Information for (practitioners, administrators, public knowledge, etc)**
   - What struck you as new or interesting information?
Heading:
- Would recommend this site to colleagues? To Clients?

Heading: Recommendations
Be prepared to share in class. Copies of your paper will be shared with classmates for future reference material.

3a. Case Study: (total = 40 points) Students will be given 4 cases to select from or a case from practicum upon approval of the instructor (maintaining confidentiality by changing the names and other identifying particulars). Case studies will be due in 3 sections. Each case study must include the following elements:

#1 Section: Initial Assessment information and presenting issue: (10 points) due week 4
- Identifying Information – who are we talking about?
- A succinct summary of the issues that brought the child/family to Child Welfare.
- Background information.
- What additional family or literature information do you need and why? Beginning of a plan.
- Thoughts on how you would initially engage this family using family centered practice principles on a plan for change.
- mapping tool

#2 Section: Beginning the Plan of Change: (15 points) due week 7
- Expansion of presenting issue for service plan development: A detailed analysis of the issue; impacts on the child and family (strengths and challenges for managing the presenting issue).
- Identify and describe interventions that will support the change effort based on literature review. Provide a rational for your selection. Please use “best” or “evidence based practices as applicable. (references). MSW students only: Include your theoretical grounding (references) for understanding the presenting issue and/or in matching your selected intervention in working with the family toward change.
- Goal statement(s). These need to be specific, measurable and time limited.

#3 Section: Plan of change and implementation. (15 points)
- Identify ways (behaviorally) that you would engage the family. Additionally if this is an out of home placement, how you would engage the foster family or others in planning. Hint: Family Centered Practice.
- What other key systems must be involved in order for this change process to occur.
- How would you assess the presenting issue and plan for change if there were factors of race, culture, age, ethnicity, or sexual orientation?
- How would you open the possibility of cultural feedback from the client? Are there any factors in relationship to culture that would put you at odds in supporting the family for change and the agency policies?
- Personal reflections. The process: New and exciting learning and challenges. Insight into of areas of personal growth achieved in this assignment. How were your values or beliefs challenged? Define next steps you envision for your continued growth.
- References: APA format

Case Study Document must be typed, double-spaced, and adhere to professional standards of expression and conform to the style described by the American Psychological Association 5th edition (APA, 2001). The document should be about 6 to 8 pages in length (8 -12 pages for MSW students). The Case Study is due in stages. This will allow for feedback and modifications leading to a complete final document at the end of the quarter.
3b. **Case Study Staffing and Presentation**: (10 points) Students will present their case study as they progress through the assignment. This case presentation will include the mapping tool, demographics of the family, presenting issues, ideas for intervention, ideas for engaging the family and questions of your colleagues regarding the case and policy implications. **MSW Students**: will provide consultation for participants as they prepare for their case study presentation.

4. **“Knowing Who You Are”**: (25 points)  
   * This assignment is in place of the class meeting on November 14th. It should take about 1½ hours to complete. This assignment will be the topic of discussion during the next class meeting.  
   b. Select ‘Tools and Resources’ on the left.  
   c. Scroll down to ‘Knowing Who You Are’.  
   d. Watch the 24 minute video.  
   e. Select E-learning (Part II) and register to gain access.  
   f. After the Introduction, complete the first two sections: Understanding the Journey and Essentials from the Journey. The second section ends with a Quiz (not graded) and an interview titled *My Point of View...Jennifer.*

**Extra Credit Option:**
You may complete the entire E-learning guide for “Knowing Who You Are” and receive extra credit by turning in the certificate to your instructor.

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<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading</th>
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| Week 1  
Sept. 26  | Introduction, Syllabus, Creating a Learning Environment Family Centered Practice principles | All reading to be completed prior to class |
| Week 2  
Oct 3  | Child Welfare Context and History **Due: Web Site Assignment** | Chapter 1 & 2 in Cohen Supplemental reading on: [http://www.childrensaidsociety.org/about/history/](http://www.childrensaidsociety.org/about/history/) |
| Week 3  
| Week 4  
Oct 17  | Generalist Approach to Child Welfare Beginning discussion on Disparate outcomes for children of color. **Due #1 section of case study** | Chapter 4 in Cohen *Child Welfare and African-American Families* |
| Week 5  
| Week 6  
Oct 31  | Foster and Kinship Care Joining with families – FGDM as an intervention | Chapter 6 & 7 in Cohen |
| Week 7  
Nov 7  | Child Abuse and Neglect in Rural Settings Policy translated into practice | Chapter 9 in Cohen |
| Week | Case staffing
Due #2 section of case study |
|------|--------------------------------------------------|
| Nov 14 | No Class Meeting
“Knowing Who You Are” Assignment  | www.casey.org |
| Nov 21 | No class/Thanksgiving |
Case staffing  | Chapter 10 in Cohen
www.acf.hhs.gov/programs/cb/cwmonitoring/index.htm |
| Dec 5 | Family Centered Practice in Supervision
Due #3 section of case study  | Readings available from instructor. |
| Finals Week | Case staffing and review
Class feedback and evaluation |

**BIBLIOGRAPHY**


Washington, DC, CWLA Press.*

**Internet References**
Casey Family Programs: [http://www.casey.org/Home](http://www.casey.org/Home)
American Humane: [http://www.americanhumane.org/site/PageServer](http://www.americanhumane.org/site/PageServer)
Children’s Aid Society: [http://www.childrensaudsociety.org/about/history/](http://www.childrensaudsociety.org/about/history/)

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*Go to the people*
*Live among the people*
*Learn from them*
*Start with what they know*
*Build on what they have*
*But the best of leaders*
*When their task is accomplished*
*Their work is done*
*The people will say....................*

*We have done it ourselves.*

*Chinese Proverb*

Mac Anderson  
Founder, Simple Truths