I. COURSE DESCRIPTION

The purpose of this course is to provide the student with a broad overview of child welfare services from a national as well as a state perspective. Service delivery of preventive, supportive, supplemental, and substitute services and intervention will also be emphasized from a historical, theoretical and practice perspective. Students will explore gaps in services that contribute to discrimination and oppression of disadvantaged groups and their children and existing services will be evaluated for their effectiveness in ensuring social and economic justice. Each service is explored from a generalist perspective including etiology, rationale of services, provision of services, consumer views of the service and trends that may affect the future provision of the service.

REQUIRED TEXTS:


II. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:

Generalist practice serves client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations, and communities. It is not
confined by a narrow cadre of theories; rather it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value, and skill base, which demands ethical practice and on-going self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk.

III. PROGRAM LEARNING OUTCOMES (CSWE Competencies)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education

IV. CSWE COMPONENT BEHAVIORS: (Student Learning Outcomes: SLO)

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

1. Identify, comprehend and describe the services available for families and children in the United States and globally.
2. Identify, comprehend and describe the circumstances and behaviors that require formal support and intervention with families and children at the state and local level.
3. Identify and discuss the formal protections that are available at the local, state and federal levels to combat abuse and neglect of children.
4. Identify and discuss the linkages between legislation and regulations and the interventions used in the support and protection of children and families in Texas as well as at the national level.
5. Define, discuss and demonstrate the application of principles of social and economic justice in the provision of services to children and their families consistent with the generalist perspective.
6. Identify, describe and discuss barriers to services encountered by families with children from diverse groups, which keep them in poverty, and at risk for abuse and neglect.
7. Identify, describe and discuss a piece of legislation that affects the provision of services to families with children and resulting in the reduction of oppression and discrimination.
8. Identify, describe and discuss a piece of legislation that affected the protection of children and provided social and economic justice for them and their families.
9. Identify, define and discuss ways in which societal and social work values and ethics shape the provision of services to meet basic social, emotional, nutritional, health, mental health, and educational needs of families with children.

V. INSTRUCTIONAL METHODS

This course primarily utilizes an online seminar format. Students will be expected to understand and apply knowledge into assessment of need, and linkages between need, legislation/regulation and actual provision of services to children and their families on multiple levels of society (individuals, families, groups, communities and organizations).

VI. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize Desire 2 Learn (D2L) to support the delivery of course content. For help with D2L go to [http://www.D2L.sfasu.edu](http://www.D2L.sfasu.edu) or the Office of Instructional Technology. The student will need basic skills regarding the use of a word processor and web browser.

The student must have access to a computer that meets the minimum requirements (for specific details go to [http://sfaonline.sfasu.edu/gettingstarted.html](http://sfaonline.sfasu.edu/gettingstarted.html)). Computers are available to current students through a number of labs across campus (see [www.sfasu.edu](http://www.sfasu.edu) or the instructor for details).

SOFTWARE:

**Internet Access:** Any Internet Service Provider (ISP)

**Browser:** Internet Explorer 6.0 or higher*, Mozilla 1.7 or Firefox 1.0 or higher; Netscape Communicator 7.2 (cannot support 8.0), America Online (AOL) versions 9.0
Programs: Microsoft WORD, PowerPoint

E-Mail Client: SFA E-Mail Account (jacks account) and myCourses Mail

Streaming Audio & Video: RealPlayer G2, RealPlayer (latest version), Microsoft Windows Media Player

Plug-Ins: Adobe Reader, Adobe Flash Player, PowerPoint Viewer
http://www.sfaonline.sfasu.edu

** If you use AOL for web access, you will need the AOL version 9.0 or higher client and Internet Explorer 6.0 browser. Do not use earlier versions of the AOL client with earlier versions of Internet Explorer, as you will have difficulty accessing many myCourses features.

VII. COURSE SCHEDULE:

Week 1 Introduction
Discussion

Discussion due ____1/19/18_______ by 11:30pm

Week 2 Children: Our Most Important Resource
Reading: Crosson-Tower text, Chpt. 1
Quiz 1

Quiz 1 due ____1/26/18_______ by 11:30pm

Discussion

Discussion due ____1/26/18_______ by 11:30pm

Week 3 The Changing Family
Readings: Chpt. 2 – Crosson-Tower
Case Study
Quiz 2

Quiz 2 Due __2/2/18____________ by 11:30pm
Discussion

Discussion due ______2/2/18_______ by 11:30pm

**Week 4**  
**Children and Families in Poverty**  
Readings: Chpt 3- Crosson-Tower

Quiz 3

Quiz 3 is due ___2/9/18________ by 11:30pm

Discussion

Discussion due ______2/9/18_______ by 11:30pm

**Exam 1**  
Exam 1 will cover all content from previous chapters  
Exam due by 2/9/18 by 11:30 pm

**Week 5**  
The Impact of Violence and Addition on Children

Readings: Chpt. 4-Crosson-Tower

Quiz 4

Quiz 4 – is due ____2/16/18________ by 11:30pm

Discussion

Discussion due ______2/16/18________ by 11:30pm

**Week 6**  
Children Against the Backdrop of War: Addressing the Needs of Military Families

Readings: Chpt.5-Crosson-Tower  
Valuing Families: Social Work Practice with Families from a Strengths Perspective

Quiz 5

Quiz 5 is due ____2/23/18________ by 11:30pm

Discussion
Discussion due _______2/23/18_______ by 11:30pm

Genogram due _______2/23/18_______ by 11:30pm

Week 7  Trauma-Sensitive Educational Settings
Readings: Chpt. Five- Crosson-Tower

Quiz 6

Quiz 6 is due __3/2/18____________ by 11:30pm

Discussion

Discussion due _______3/2/18_______ by 11:30pm

Week 8  Child Abuse and Neglect: Protecting Children When Families Cannot
Readings: Chpt. 7- Crosson- Tower

Quiz 7

Quiz 7 is due ____3/9/18___________ by 11:30pm

Discussion

Discussion due _______3/9/18_______ by 11:30pm

Exam II- Exam II will cover all content from chapters 4-7
Exam due by 3/9/18 by 11:30 pm

Week 9  SPRING BREAK

Week 10  Family Preservation or Child Placement? Serving the Child’s Best Interest

Readings: Chpt. 8-Crosson-Tower
Are Children Safer With Kin?

Quiz 8

Quiz 8 is due ____3/23/18______________by 11:30pm

Discussion
Discussion due ______ 3/23/18 ________ by 11:30pm

Outline due ______ 3/23/18 ________ by 11:30pm

Week 11  Juvenile Court Justice: Promoting the Rights and Welfare of Children and Families
Readings: Chpt. 9- Crosson-Tower

Quiz 9

Quiz 9 is due ___ 3/30/18 ________ by 11:30pm

Discussion

Discussion due ______ 3/30/18 ________ by 11:30pm

Week 12  Teenage Pregnancy and Parenting
Readings: Chpt. 10- Crosson-Tower

Quiz 10

Quiz 10 is due ___ 4/6/18 ________ by 11:30pm

Discussion

Discussion due ______ 4/6/18 ________ by 11:30pm

Exam III- Exam III will cover all content chapters 8,9 and 10.
Exam due by 4/6/18 by 11:30 pm

Week 13  Children in Family Foster Care
Readings: Chpt. 11- Crosson-Tower
Placement Instability and Risky Behaviors of Youth Aging Out of Foster Care

Quiz 11

Quiz 11 is due ___ 4/13/18 ________ by 11:30 pm
Week 14  The Adoption of Children
Readings: Chapt. 12-Crosson-Tower
What Pediatric Health Providers Should Know About Adoption

Quiz 12

**Quiz 12-** is due _4/20/18_ until 11:30 pm

Discussion

**Discussion due ______4/20/18_______ by 11:30pm**

**PowerPoint Presentation is due by 4/20/18 by 11:30 pm**

Week 15  Children in Residential Settings and Our Children’ Future
Readings: Chapt. 13

Quiz 13

**Quiz 13-** is due _4/27/18_ until 11:30 pm

Discussion

**Discussion due ______4/27/18_______ by 11:30pm**

Week 16  Our Children’s Future
Readings: Chapt. 14

Quiz 14

**Quiz 14-** is due _5/4/18_______ until 11:30 pm
Discussion

Discussion due ______5/4/18_______ by 11:30pm

Peer Review due ______5/4/18_______ by 11:30pm

Week 17  Exam IV: Exam IV will cover all content from Chaps. 11, 12,13 and 14.
Exam due by 5/11/18 by 11:30 pm

VIII. COURSE REQUIREMENTS:

A. Class Attendance and Participation: In order to be successful in this course, it is important that students read on-line lectures and complete all on-line activities, quizzes, assignments and exams. In addition, it is essential for students to attend face to face classes; read material and complete activities before coming to class, and be prepared to critically present and discuss course content and concepts, as well as, participate in class/group discussions. Students are expected to bring the course text book and relevant materials to face to face classes. Students are responsible for all material covered in class and on-line, whether or not they have attended class.

B. Written Communication: Students are expected to write in complete sentences, use correct grammar and spelling when presenting findings or comments in group discussion activities, exams (essay questions) and PowerPoint Presentations. When required, references must be in APA format per the Publication Manual of the American Psychological Association (6th ed.). Failure to meet these guidelines will result in loss of points.

C. Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No electronic devices or headphones are to be within view during exams.

D. Readings: The course schedule provides a list of required readings for each week. Since lectures and class/group discussions are designed to answer questions about the material
and expand upon the basic concepts, students are expected to complete the assigned readings prior to class.

E. **Group Discussions**: Students will participate in the following group online and class activities:

   - Group Discussions: Reading Response
   - Group Discussions: Class Exercise

   Students should present well formulated questions and comments and are expected to effectively collaborate in group activities. The findings and responses of the group will be presented to the class. See online instructions for specific requirements.

F. **Quizzes**: A total of 14 online quizzes will be given over the course of the semester. The quizzes will test for general comprehension of the course material. Quizzes are intended to assist students in preparation for exams.

G. **Exams**: Four online exams will be given during the semester. The exams are a combination of essay, brief answer, true/false, multiple choice, and other assessment formats. Exam I will cover content in Unit: America’s Children and Their Families. Exam II will cover content in Unit: Social and Support Services. Exam III will cover content in Unit: Child Maltreatment. Exam IV will cover content in Unit: Substitute Care and Adoption and Unit: Child Welfare in the 21st Century. All material, including assigned readings, discussions, lectures, quizzes, online activities, video/audio, and guest presentations are subject to examination. The exams will evaluate students’ understanding, comprehension, and ability to think critically about children’s services and their impact on children, families, groups, agencies, organizations, and communities.

   Students are expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at [www.sfasu.edu/bulletin](http://www.sfasu.edu/bulletin)). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

H. **PowerPoint Presentation**: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus and Content “Case Study” section of D2L)
I. Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

GRADING:

COURSE GRADES will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>14 @ 10 pts. each = 140</td>
</tr>
<tr>
<td>Exams</td>
<td>4 @ 50 pts. each = 200</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>15 @ 2 pts. each = 30</td>
</tr>
<tr>
<td>PowerPoint Presentation:</td>
<td></td>
</tr>
<tr>
<td>Part A - Genogram</td>
<td>75</td>
</tr>
<tr>
<td>Part B – Outline</td>
<td>30</td>
</tr>
<tr>
<td>Part C – Power Point Document (Discussions, Content)</td>
<td>100</td>
</tr>
<tr>
<td>Part D – Peer Review</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
</tr>
</tbody>
</table>

GRADING SCALE:

A  600 – 540
B  539 – 480
C  479 – 420
D  419 – 360
F  359 – 0
IX. Academic Integrity (SFASU Policy A-9.1)

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). **All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. **Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp**

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for computing the grade point average.
Please read the complete policy on Course Grades:
http://www.sfasu.edu/policies/course-grades.pdf

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please see the following link for the complete policy:
http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
In partial completion of the requirements for Children's Services, each student is expected to complete the PowerPoint Presentation assignment, which includes a genogram diagram, content outline, PowerPoint presentation, and peer review. Application of knowledge to the case study, Tanya, is required throughout the assignment. There are 230 total possible points for the assignment.

Part A: Genogram

After reading the case study Tanya, develop a genogram of Tanya’s family.

Refer to the D2L Case Study section within this course for further instructions.

Points: 75

Part B: Content Outline and References

The topic of the presentation will be selected from the areas of children's services covered during the semester. Some of the suggested areas for research are as follows:

* teen pregnancy/parenting
* counseling for families and children
* mental illness: parents and/or children
* child abuse and neglect
* children in rural areas
After choosing your topic from the above list (or another topic approved by the instructor), research and identify information and services that are applicable to family members in the Case Study Leticia. In addition, include information and resources a child welfare caseworker would need to practice competently in the provision of services related to your chosen topic. Include the following in your presentation:

* specific services/programs relevant to family members in the case study
* legislation that created the identified service/program
* availability of services to family members in the case study
* issues related to cultural diversity/competence
* issues related to discrimination, oppression and social justice
* issues related to economic justice
* best practices
* ethical concerns related to services/program

Feel free to incorporate any other information in your discussion that might enhance your presentation.
Outline content to be included in the PowerPoint Presentation. Include a list of references (APA style required). Must be typed in a WORD document.

Refer to the D2L Case Study section within this course for further instructions.

Points: 30

Part C: PowerPoint Presentation

The PowerPoint presentation will be graded on content area outlined above and must be at least 12 slides in length. A minimum of 5 sources in addition to your text are required. All must be reliable sources (such as national organization and government reports). Two of the 5 sources must be professional journal articles. Sources must be cited within the presentation. In addition, the presentation must include a reference slide (page) - APA style required.

Refer to the D2L Case Study section within this course for further instructions.

Points: 100

Part D: Peer Review

Critique student PowerPoint Presentations and provide recommendations.

Refer to D2L Case Study section within this course for further instructions.

Points: 25
REQUIRED AND SUGGESTED READINGS

SWK 355.501
Spring 2018

Required Readings


http://dx.doi.org/10.1016/j.childyouth.2015.04.0120190-7409

doi:10.1007/s10560-011-0247-8


Suggested Readings


Texas Department of Family and Protective Services. (2006, January 2).