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 Center for Teaching and Learning)

This course will utilize Desire 2 Learn (D2L) to support the delivery of course content. For help with D2L go to http://www.sfaonline.info/supportandtutorials or the Center for Teaching and Learning. 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://www.sfaonline.info/gettingstarted). Computers are available to current students through a number of labs across campus (see 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 ____________ by 4:30pm

Children: Our Most Important Resource

Readings: Crosson-Tower text, Chpt. 1

Quiz 1

Quiz 1 due ____________ by 4:30pm

Discussion

Discussion due ____________ by 4:30pm

Week 2 The Changing Family

Readings: Chpt. 2 – Crosson-Tower

Case Study

Quiz 2

Quiz 2 Due ____________ by 4:30pm
Week 3  
**Children and Families in Poverty**  
Readings: Chpt 3- Crosson-Tower  
Quiz 3  
**Quiz 3 is due _____________ by 4:30pm**  
Discussion  
Discussion due _____________ by 4:30pm  
Genogram due _____________ by 4:30pm  

Exam 1- Exam 1 will cover all content from previous chapters  
Exam due by _____ by 4:30 pm  

Week 4  
**The Impact of Violence and Addition on Children**  
Readings: Chpt. 4-Crosson-Tower  
Quiz 4  
**Quiz 4 – is due _____________ by 4:30pm**  
Discussion  
Discussion due _____________ by 4:30pm  

Week 5  
**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 _____________ by 4:30pm**
Week 6  Trauma-Sensitive Educational Settings
Readings: Chpt. Five- Crosson-Tower

Quiz 6

Quiz 6 is due __________ by 4:30pm

Discussion

Discussion due __________ by 4:30pm

Outline due _______ 10/5/18 _______ by 4:30pm

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

Quiz 7

Quiz 7 is due __________ by 4:30pm

Discussion

Discussion due __________ by 4:30pm

Exam II- Exam II will cover all content from chapters 4-7
Exam due by  by 4:30 pm

Week 8  Family Preservation or Child Placement? Serving the Child’s Best Interest

Readings: Chpt. 8-Crosson-Tower
Racial Disparities in Service Referrals for Families in the Child Welfare System
Quiz 8

Quiz 8 is due ________________ by 4:30pm

Discussion

Discussion due _____________ by 4:30pm

Week 9

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

Quiz 9

Quiz 9 is due ________________ by 4:30pm

Discussion

Discussion due _____________ by 4:30pm

Week 10

Teenage Pregnancy and Partenting
Readings: Chpt. 10- Crosson-Tower

Quiz 10

Quiz 10 is due ________________ by 4:30pm

Discussion

Discussion due _____________ by 4:30pm

Exam III- Exam III will cover all content chapters 8,9 and 10.
Exam due by 1 by 4:30 pm

Week 11

Children in Family Foster Care
Readings: Chpt. 11- Crosson-Tower
Protective Factors as Mediators and Moderators of Risk Effects on Perceptions of Child Well-Being in Kinship Care
Quiz 11

Quiz 11 is due _____________ by 4:30 pm

Discussion

Discussion due _____________ by 4:30pm

PowerPoint Presentation is due by 4:30 pm

Week 12 The Adoption of Children

Readings: Chapt. 12-Crosson-Tower
Supporting Military Families in Adoption

Quiz 12

Quiz 12- is due __________until 4:30 pm

Discussion

Discussion due _____________ by 4:30pm

Thanksgiving Break November 19-23

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

Quiz 13

Quiz 13- is due __________until 4:30 pm

Discussion

Discussion due _____________ by 4:30pm

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

Quiz 14
Quiz 14- is due __________until 4:30 pm

Discussion

Discussion due ______________ by 4:30pm

Peer Review due ______________ by 4:30pm

Finals Week Exam IV: Exam IV will cover all content from Chaps. 11, 12,13 and 14. Exam due by by 4:30 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>
</tbody>
</table>

PowerPoint Presentation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<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><strong>Total</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE:

A   600 – 540
B   539 – 480
C   479 – 420
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](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](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/.
Assignment

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 Leticia’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 and YouSeeU Presentation**

The PowerPoint presentation will be graded on content area outlined above and must be at least 12 slides in length. Students will record themselves conducting the presentation through YouSeeU. 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
Fall 2019

Required Readings

Adoption Advocate No. 111. (2017, September 01). Retrieved from


Suggested Readings
ADS Center, Substance Abuse and Mental Health Services Administration (SAMSHA).  
(n.d.). *Partners in recovery: Creating successful practitioner-consumer alliances*  
[Motion picture]. Retrieved August 4, 2006 from  
http://www.adscenter.org/partnersinrecovery.htm

[Motion picture]. Verona, WI: Attainment Company Inc.

administration on citizenship verification and foster children. *Children's Monitor Online*,  
(19),32. Retrieved August 8, 2006 from http://www.cwla.org/advocacy/monitoronline- 
issueHL.asp?ISSUEID=96

training series, The legal system* [Motion picture]. Houston: Kingsley Communications.

legislative agenda: Kinship care and assisted guardianship.*  

barriers to collaboration. In R. Hampton, V. Senatore, and T. Gullotta (Eds.), *Substance  
abuse, family violence and child welfare: Building perspectives* (pp. 191-192 ). Thousand  
Oaks: Sage Publications.

of spirituality in the lives of foster youth.* Retrieved August 10, 2006 from  

child poverty. Retrieved on August 1, 2006 from


*Prince George County Department of Social Services. (1999). *Family forever:*


doi:10.1007/s10560-011-0247-8

Substance Abuse and Mental Health Services Administration (SAMSHA). (2002).
Effects of domestic violence on substance abuse treatment. In P. Fazonne, J. Holton, and B Reed (Consensus Panel Co-Chairs), Substance Abuse Treatment and Domestic Violence: Treatment Protocol (TIP) Series 25 (pp. 18-19). Rockville, MD: Author

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