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.

SWK 355 Child Welfare Services introduces students to the field of child welfare including research, policy and practice issues. While designed specifically to enhance and support the MSW curriculum, it is open to other graduate students. The course provides an overview of the field of child welfare, including its history, legislation that shapes practice, and policy issues that impact the welfare of children and families. It provides many students with an introduction to online learning, generally increasing expertise and understanding of the wealth of information pertaining to child welfare available through governmental sources and national resource centers. explores in depth relates to knowledge students gain in other social work courses, and particularly to global multicultural studies, rural strengths and challenges globally for rural and urban practitioners and policy makers, and international social work. The course prepares students to advocate for policies for a livable world while solving community problems at all levels and promoting positive community change locally, regionally, nationally and globally. Finally, the course prepares students to work with communities and organizations in nations in
which they have not been born and raised.

Students will be introduced to models of sustainable development, and particularly perspectives related to economic prosperity, social equity and environmental protection. They will be aware of the changes in national and global perspectives related to sustainable development, both positive and negative. Students will understand the interface between sustainable development and: poverty, culture, race, ethnicity and gender. Students will be able to identify the impact of economic development, social equity and environmental protection on community health. They will acquire skills in identifying sources of data related to community assessment and sustainable community development related to community health locally, regionally, nationally and globally, and will understand the impact of data availability on creating positive sustainable community change. Finally students will be able to use their acquired understanding and skills in data collection to propose personal changes in their lives that will positively impact the world and positive community change locally and globally.

Within this context, the course addresses a broad array of child welfare issues as they relate to individuals, families, groups, organizations and communities, with a special emphasis on policy, practice and research. In addition, the course requires critical analysis of current practice issues in rural communities and with rural populations.

This course is an elective designed to support the concentration.

REQUIRED TEXTS:


II. CURRICULUM DESCRIPTION

The BSW program of SFASU features the generalist practice and a single specialization: Advanced Generalist Practice in a Rural Context. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support,
and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

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 problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

**Advanced Generalist practice** builds on the generalist practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:
- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including: program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

Rural context refers to social work practice with people with rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

*The United States Census Bureau* (urbanized areas, urban clusters, and rural populations); *Office of Management and Budget* (metropolitan, micropolitan, and non-core), *Economic Research*
Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

### 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.
9. 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.

10. 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

The course will be taught on-line. It will incorporate the following instructional strategies: lecture, extensive discussion, exercises, online activities, assigned readings, and individual projects. You are encouraged to actively participate in activities, ask questions, and contribute comments for discussions. You are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, you are expected to be an active learner and to ask for clarification when you have questions. To be successful it is important that you, sign in regularly to D2L, read the assigned material, and be prepared to discuss what you have read. You will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

VI. COMPUTER REQUIREMENTS (per SFA Center for Teaching and Learning)

The course is offered face to face or online. This course will utilize D2L (including Zoom) to support the delivery of course content. You will need computer skills to use a web browser, develop a PowerPoint presentation, record presentations and use Excel. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to SFA Online). You should also have access to a webcam. Computers are available to you through a number of labs across campus, School of Social Work student lounge and Ralph W. Steen Library.

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 1/17/2020 by 5:00 pm

Week 2  Children: Our Most Important Resource

Reading: Crosson-Tower text, Chpt. 1

Quiz 1

Quiz 1 due 1/24/2020 by 5:00 pm

Discussion

Discussion due 1/24/2020 by 5:00 pm

Week 3  The Changing Family

Readings: Chpt. 2 – Crosson-Tower

Case Study

Quiz 2

Quiz 2 Due 1/31/2020 by 5:00 pm
Week 4  
*Children and Families in Poverty*

Readings: Chpt 3- Crosson-Tower

**Quiz 3**

Quiz 3 is due 2/07/2020 by 5:00 pm

Discussion

Discussion due 2/07/2020 by 5:00 pm

***Genogram due 2/07/2020 by 5:00 pm***

Exam 1- Exam 1 will cover all content from previous chapters

***Exam due by 2/07/2020 by 5:00 pm***

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

Readings: Chpt. 4-Crosson-Tower

**Quiz 4**

Quiz 4 – is due 2/14/2020 by 5:00 pm

Discussion

Discussion due 2/14/2020 by 5:00 pm

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 2/21/20 by 5:00 pm

Discussion

Discussion due 2/21/20 by 5:00 pm

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

**Quiz 6**

Quiz 6 is due 2/28/2020 by 5:00 pm

Discussion

Discussion due 2/28/2020 by 5:00 pm

***Outline due 2/28/2020 by 5:00 pm***

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

**Quiz 7**

Quiz 7 is due 3/06/2020 by 5:00 pm

Discussion

Discussion due 3/06/2020 by 5:00 pm

***Exam II- Exam II will cover all content from chapters 4-7***
Exam due by 3/06/2020 by 5:00 pm
Week 9  
*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 3/20/2020 by 5:00 pm

Discussion

Discussion due 3/20/2020 by 5:00 pm

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Week 10  
*Juvenile Court Justice: Promoting the Rights and Welfare of Children and Families*

Readings: Chpt. 9- Crosson-Tower

**Quiz 9**

Quiz 9 is due 3/27/2020 by 5:00 pm

Discussion

Discussion due 3/27/2020 by 5:00 pm

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Week 11  
*Teenage Pregnancy and Parenting*

Readings: Chpt. 10- Crosson-Tower

**Quiz 10**

Quiz 10 is due 4/03/2020 by 5:00 pm

Discussion

Discussion due 4/03/2020 by 5:00 pm
**Exam III- Exam III will cover all content chapters 8, 9 and 10.**
Exam due by 4/03/2020 by 5:00 pm

**Week 12  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 4/10/2020 by 5:00 pm

Discussion
Discussion due 4/10/2020 by 5:00 pm

*** PowerPoint Presentation is due by 4/10/2020 by 5:00 pm

**Week 13  The Adoption of Children**

Readings: Chpt. 12-Crosson-Tower
What Pediatric Health Providers Should Know About Adoption

**Quiz 12**
Quiz 12- is due 4/17/2020 until 5:00 pm

Discussion
Discussion due 4/17/2020 by 5:00 pm

**Week 14  Children in Residential Settings and Our Children’ Future**

Readings: Chapt. 13
Quiz 13

Quiz 13- is due 4/24/2020 until 5:00 pm

Discussion

Discussion due 4/24/2020 by 5:00 pm

Week 15  Our Children’s Future

Readings: Chapt. 14

Quiz 14

Quiz 14- is due 5/01/2020 until 5:00 pm

Discussion

Discussion due 5/01/2020 by 5:00 pm

*** Peer Review due 5/01/2020 by 5:00 pm

Week 16  Exam IV: Exam IV will cover all content from Chapt. 11, 12, 13 and 14.
Exam due by 5/08/2020 by 5:00 pm

VIII. COURSE REQUIREMENTS:

A. Class Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before completing the exercises and exams. It is essential to participate in discussions and exercises – face to face or online. You are responsible for all material on-line or face to face depending on method of instruction - and as required by the professor.

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. **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.

D. **Exercises and Discussions:** There will be exercises and discussion forums. Students are required to participate in the exercises and the discussions at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse. **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.

E. **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.

F. **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)

G. 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:

Quizzes 14 @ 10 pts. each = 140
Exams 4 @ 50 pts. each = 200
Discussion Participation 15 @ 2 pts. each = 30

PowerPoint Presentation:

Part A - Genogram 75
Part B – Outline 30
Part C – Power Point Document (Discussions, Content) 100
Part D – Peer Review 25
Total = 600

GRADING SCALE:

A 600 – 540
B 539 – 480
C 479 – 420
D 419 – 360
F 359 – 0

IX. ACADEMIC INTEGRITY
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty a faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)
Withheld Grades Semester Grades Policy (SFA Policy 5.5)
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 the purpose of computing the grade point average. Please read the complete policy on grades:
http://www.sfasu.edu/policies/5.5_course-grades.pdf

Acceptable Student Behavior
The MSW Student Handbook and Academic and MSW Professional Integrity Code outline 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 of Conduct (SFA Policy 10.4). 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, visits to agencies, 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 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, 468-1004 (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/policies/academic-accomodation-for-students-with-disabilities.pdf

IX.