COURSE SYLLABUS

I. COURSE DESCRIPTION

Overview of social services for children using the dual perspective of intervention and social service delivery. Within the context of differential assessment and available social service programs, an examination of direct services to and interventions with children and their families.

II. COURSE OVERVIEW

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.
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.

III. COURSE CONTACT HOURS AND STUDY HOURS

This course is fully online. It is expected that students log into course weekly to interact with course materials. Course material includes content pages, quizzes, discussions, attached readings, videos, and other documents. It is expected that this course material will require on average 3 hours each week to complete, the equivalent to classroom time of in-person courses. It is also expected that outside readings such as the text book and major assignments will take on average 2 hours each week to complete. This is in accordance with SFA policy 5.4 which defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.”

IV. TEXT AND MATERIALS


V. CURRICULUM DESCRIPTION

Note: Select what is specific to the BSW/MSW/DSW program

The BSW program at SFA features the generalist practice in a Rural Context. Both are defined 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.

Rural context refers to social work practice with people influenced by 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.

VI. PROGRAM LEARNING OUTCOMES (CSWE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed 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

VII. OBJECTIVES / STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)
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.

Becoming a Scholarly Practitioner:

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.

VIII. INSTRUCTIONAL METHODS

The course will be taught as an online course

IX. COMPUTER REQUIREMENTS
This course will utilize D2L/Brightspace to support the delivery of course content - go to https://www.sfasu.edu/d2lsupport

X. COURSE CALENDER

Week 1  Introduction
Discussion

*Children: Our Most Important Resource*

Reading: Crosson-Tower text, Chpt. 1

Quiz 1 and Discussion

Week 2  *The Changing Family*

Readings: Chpt. 2 – Crosson-Tower

Case Study

Quiz 2 and Discussion

Week 3  *Children and Families in Poverty*

Readings: Chpt 3- Crosson-Tower

Quiz 3 and Discussion

***Exam II- Exam II will cover all content from chapters 1-3***

Week 4  *The Impact of Violence and Addiction on Children*

Readings: Chpt. 4-Crosson-Tower

Quiz 4 and Discussion

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 and Discussion**

***Genogram due***

**Week 6**

*Trauma-Sensitive Educational Settings*

Readings: Chpt. 6- Crosson-Tower

**Quiz 6 and Discussion**

**Week 7**

*Child Abuse and Neglect: Protecting Children When Families Cannot*

Readings: Chpt. 7 - Crosson-Tower

**Quiz 7 and Discussion**

***Exam II- Exam II will cover all content from chapters 4-7***

**Week 8**

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

Readings: Chpt. 8 - Crosson-Tower;

Are Children Safer With Kin?

**Quiz 8 and Discussion**

***Outline due***

**Week 9**

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

Readings: Chpt. 9 - Crosson-Tower

**Quiz 9 and Discussion**

**Week 10**

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

Quiz 10 and Discussion

*** Exam III- Exam III will cover all content chapters 8, 9 and 10.

Week 11  Children in Family Foster Care/Residential Care

Readings: Chpt. 11- Crosson-Tower
Placement Instability and Risky Behaviors of Youth Aging Out of Foster Care;

Quiz 11 and Discussion

Week 12  The Adoption of Children

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

Quiz 12 and Discussion

Week 13  Thanksgiving Break

Week 14  Children in Residential Settings

Readings: Chapt. 13-Crosson-Tower

Quiz 13 and Discussion

*** PowerPoint Presentation is due

Week 15  Our Children’s Future

Readings: Chapt. 14

Quiz 14 and Discussion

*** Peer Review due

Week 16  Exam IV: Exam IV will cover all content from Chapt. 11, 12, 13 and 14.
XI. COURSE REQUIREMENTS

A. **Class Participation:** In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, and to participate in class discussions and all activities. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

B. **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.

C. **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. 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.

D. **Quizzes/Exercises:** 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. **Assignments/Presentations:** 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).

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.
XII. GRADING POLICY

COURSE GRADES will be based on the following:

- **Getting Started Quiz** = 5
- **Chapter 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 25
- Part C – Power Point Document (Discussions, Content) 100
- Part D – Peer Review 25

**Total** = 600

XIII. GRADING SCALE

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

XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible,
students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)

**XV. ACADEMIC INTEGRITY (SFA Policy 4.1)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Artificial Intelligence Use

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as cheating.

*In order to protect yourself if your assignment is flagged for AI use, it is recommended to complete assignments in Office 365 Apps with Track Changes selected. Office 365 Apps is available to all students through MySFA.*

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and 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. 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.

**XVI. 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 coursework 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 to compute the grade point average. For additional information, go to
https://www.sfasu.edu/policies/course-grades-5.5.pdf.

XVII. 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, 468-3004 / 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 promptly
may delay your accommodations. For additional information, go to
http://www.sfasu.edu/disabilityservices/.

XVIII. STUDENT WELLNESS AND WELL-BEING

SFA values students’ overall well-being, mental health and the role it plays in academic and
overall student success. Students may experience stressors that can impact both their academic
experience and their personal well-being. These may include academic pressure and
challenges associated with relationships, emotional well-being, alcohol and other drugs,
identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support
students’ mental health and wellness. Many of these resources are free, and all of them are
confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers
comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741
PowerPoint Presentation 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 225 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
* family based services
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: __25__

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__

**Midterm and Final Exams Information**

The exams are a combination of essay, brief answer, true/false, multiple choice, and other assessment formats. 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). 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.
from a strengths perspective. Social Work, 45(2) 118-131.

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

doi:10.1007/s10560-011-0247-8

What pediatric health providers should know about adoption. (2017). Retrieved from