Course Name: Children Youth and Society

#### Course ID SOWK- 1311

###### Semester: Fall, 2017

Tuesday’s 11:00 AM-1:30 PM

# Instructor Information

Instructor: Professor Mary Landriau, MSW, LCSW

Office: Fahy Hall, room 106

Office Hours: Tues. and Wed. 9-11 AM and 2-3 PM or by appointment, please email me to schedule. Please feel free to stop by office anytime and if I am available, I am happy to meet with you.

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Course Description

This course is open to an array of students/majors in the University. This course is an elective for the social work major; an elective for the social work minor; and as a general elective for all other students. It is required for any social work major who is participating in The New Jersey Child Welfare Education Program (BCWEP). All required courses offed by the Social Work Program major incorporate and are grounded in specific competencies (referred to where applicable as ‘EPAS” and whichever competency is being stressed and assessed). This course, as a social work program offering, also in grounded in competencies, albeit the specific references to Council on Social Work Education mandated competencies are limited, considering the diversity of majors in this course.

This course will examine the status and care of children and adolescents in society, with particular emphasis on contemporary issues in The United States of America and New Jersey. It will look at philosophies, governmental initiatives, and other factors affecting and influencing the well-being of children and youth, particularly within the context of families. It will use this background to analyze the state of youth and families in our society; their needs; and what could be and is being done to address these needs and by whom. The course will also explore what is happening today, from major problems facing children, adolescents, and families, to the availability of supports and programs.

It will provide an overview of the different aspects of child protective services in New Jersey. The course will use lecture/power points, discussion boards, assigned readings, examinations and quizzes, and a high level of student participation to achieve learning.

This course, as in all courses in the Department of Social Work, places considerable emphasis on teaching, learning, and applying content that addresses human diversity and social justice/injustice. This course, as in all courses in the Department of Social Work, focuses on strengths people and systems have as well as problems they encounter. Exams and assignments are conceptualized as evidence of learning.

Other than the first day of class, the instructor expects students to have read respective chapters prior to class discussion. The instructor considers it a privilege to teach this course.

Course Objectives

# \* for students to understand the history of the treatment of children since the beginning of this country, and the effects of this treatment on children, as well as our civilization. To compare treatment of children and families in other countries;

\* for students to understand the various strengths of family and societal structures and functioning in which children grow up, including cultural diversity, and the effects of these structures in terms of humanistic values, and social justice and injustice;

\* for students to gain an appreciation of the child protection system in the U.S. and N.J.; what it is, what it can and cannot do;

\* for students to have a sense of the different programs and services available to keep families together and youth in their own homes;

\* for students to appreciate the importance of family, relatives, and the community on youth, and the services available to keep families together;

\* for students to appreciate the variety and effect of out-of-home care for children and adolescents, from the least to the most restrictive environments;

\* for students to understand the workings of the day care system in this country and state, and its availability, especially to families with low income;

\* for students to understand the special problems faced by adolescents, especially those with emotional or developmental problems, and those not living with their parent(s);

\* for students to learn and appreciate the impact on adolescents of coming into conflict with the criminal justice system;

\* for students to further comprehend issues pertinent to the aging out of adolescents into early adulthood;

# Educational Outcomes

As a result of taking this course, and participating in learning activities, the student is expected to be able to:

\* describe the various ways in which youth were treated historically, and identify major milestones in the philosophy and practice of that treatment;

\* explain today's family structures and functioning and indicate how these have changed over time, including possible reasons for these changes; this to include strengths to the family as well as challenges in terms of potential problems;

\* explain what is meant by youth and families at risk, describing what these risks are, how humanistic values reflect concern about this, and what services may be available to address them;

\* explain the types and extent of child abuse and neglect today, indicating their causes, and services and steps that may be taken to address them;

\* describe the child protection system in place in N.J., as well as in other states, how it operates, and how it can be improved;

\* describe the various types of out-of-home care utilized for children and adolescents, explaining their differences, strengths, and weaknesses, from short-term care to adoption;

\* articulate the importance and availability of day care services, especially for families with low income or who are otherwise at risk;

\* articulate understanding of factors affecting adolescents today, ranging from ageing out, maturity, physical growth, and self-esteem, to anomie, alienation, emotional disorders, poverty, substance abuse and addiction.

\* describe the various types of out-of-home settings for adolescents, ranging from the least restrictive relative to the most restrictive residential treatment facility and/or juvenile correctional facility;

\* describe steps that could be taken to improve the lives and outlook for youth and families, particularly those who are at risk due to discrimination and/or poverty status.

# Course Materials

**Required Text and Other Readings:**

Child Welfare Information Gateway. (2016). Definitions of child abuse and neglect. Washington, DC: U.S.

Department of Health and Human Services, Children’s Bureau.

Retrieved from: <https://www.childwelfare.gov/pubPDFs/define.pdf>

Child Welfare Information Gateway. (2016). *Kinship caregivers and the child welfare system.* Washington, DC: U.S. Department of Health and Human Services, Children’s Bureau.

Retrieved from: [**https://www.childwelfare.gov/pubPDFs/f\_kinshi.pdf**](https://www.childwelfare.gov/pubPDFs/f_kinshi.pdf)

Child Welfare Information Gateway. (2016). Understanding child welfare and the courts. Washington, DC: U.S. Department of Health and Human Services, Children’s Bureau.

Retrieved from: <https://www.childwelfare.gov/pubPDFs/cwandcourts.pdf>

Child Welfare Information Gateway. (2013). What is child abuse and neglect? Recognizing the signs and symptoms. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.

Retrieved from: <https://www.childwelfare.gov/pubs/factsheets/whatiscan/>

Child Welfare League. (2008). *Family Preservation Programs*

Retrieved from:[**http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/Family\_Preservation\_Programs.pdf**](http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/Family_Preservation_Programs.pdf)

Goldman, J., Salus, M. K., Wolcott, D., and Kennedy, K. Y. (2003). *A Coordinated Response to Child Abuse and Neglect: The foundation for practice:* Washington: US Department of Health and Human Services Children’s Bureau.

Retrieved from: <https://www.childwelfare.gov/pubPDFs/foundation.pdf>

Jiang, Y., Granja, M.R., & Koball, H. (2017). *Basic Facts about Low-Income Children: Children under 18 Years, 2015*. New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health.

Retrieved from: <http://nccp.org/publications/pdf/text_1170.pdf>

\*\*Mignon, Sylvia I. (2017). *Child Welfare in the United States Challenges, Policy, and Practice*. New York: Springer Publishing Co.

ISBN #978-0-8261-2642-9

National Association of Social Workers. (2008). *Code of Ethics*. Washington, DC: NASW.

Retrieved from: <http://www.socialworkers.org/pubs/code/default.asp>

National Association of Social Workers, Wheeler, D.P. & McClain, S. (2015). *Social Work Speaks 10th Edition: National Association of Social Workers Policy Statements 2015-2017*: Washington, D.C.: NASW Press.

ISBN #978-0-87101-459-7

United Nations’ Convention on the Rights of the Child.

Retrieved from:[**http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf**](http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf)

U. S. Departments of Education and Health and Human Services. (2016). *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care.*

Retrieved from: [**https://www.acf.hhs.gov/sites/default/files/cb/ed\_hhs\_foster\_care\_guidance.pdf**](https://www.acf.hhs.gov/sites/default/files/cb/ed_hhs_foster_care_guidance.pdf)

U.S. Department of Health and Human Services, Administration for Children and Families, administration on Children, Youth and Families, Children’s Bureau. (2016). Working with families using the protective factors in *2016 Prevention Resources Guide: Building Community Building Hope*. (pp.11-25). Washington, D.C.: U.S. Department of Health and Human Services (Children’s Bureau).

Retrieved from: <https://www.childwelfare.gov/pubPDFs/guide_2017.pdf>

\*\* required text

**Supplemental Course Material:**

Downs, S.W., Moore, E., & McFadden, E.J. (2009). *Child Welfare and Family Services Policies and Practice* (8th ed.). Boston: Pearson Publishers*.*

ISBN #978-0-205-57190-1

Baccalaureate Child Welfare Education Program website, located at: www.stockton.edu/bcwep

Bragg, H. Lien. (2003). Child Protection in Families Experiencing Domestic Violence. Washington: U. S. Department of Health and Human Services, Children’s Bureau.

DePanfilis, D., Salus, M. K. (2003). A Guide for Caseworkers. Washington: U. S. Department of Health and Human Services, Children’s Bureau.

DePanfilis, D., Child Neglect: A Guide for Prevention, Assessment, and Intervention. Washington: U.S Department of Health and Human Services, Children’s Bureau.

**SELECTED JOURNALS (These are some of the many journals you may access electronically through SHU library)**

Adolescence

American Family

American Journal of Orthopsychiatry

American Sociological Review

Child Abuse and Neglect

Child and Family Social Work

Child Development

Child Welfare

Children

Children and Youth Services Review

Children's Legal Rights Journal

Children Today

Early Childhood Research Quarterly

Families in Society

Family Advocate

Health and Social Work

Journal of Divorce

Journal of Ethnic and Cultural Diversity

Journal of Marriage and the Family

Journal of Multicultural Social Work

Journal of Pediatrics

Journal of Social Issues

Journal of Social Sciences Research\*

Journal of Social Sciences and Social Welfare

Public Welfare

School Social Work

Smith College Studies in Social Work

Social Services Review

Social Work

Social Work and Society

Social Work in Education

Social Work Research and Abstracts

**CHILD WELFARE WEB SITES**

Administration for Children and Families, U.S. Department of Health and Human Services [www.acf.dhhs.gov](http://www.acf.dhhs.gov/)

Adopt U.S. Kids [www.AdoptUSKids.org](http://www.AdoptUSKids.org/)

American Academy of Pediatrics [www.aap.org](http://www.aap.org/)

The American Bar Association Center for Children and the Law [www.abanet.org/child/home.html](http://www.abanet.org/child/home.html)

American Humane Association [www.americanhumane.org](http://www.americanhumane.org/)

American Public Human Services Association [www.apwa.org](http://www.apwa.org/)

Anney E. Casey Foundation [www.aecf.org](http://www.aecf.org/)

Casey Journalism Center on Children & Families [www.djc.umd.edu](http://www.djc.umd.edu/)

Center for Law and Social Policy [www.movingideas.org](http://www.movingideas.org/)

Child Trends, Inc. [www.childtrends.org](http://www.childtrends.org/)

Child Welfare Information Gateway [www.childwelfare.gov](http://www.childwelfare.gov/)

Child Welfare League of America [www.cwla.org](http://www.cwla.org/)

Children, Youth, and Family Education and Research Network [www.cyfernet.mes.umn.edu/index.html](http://www.cyfernet.mes.umn.edu/index.html)

Children’s Bureau, Administration for Children, Youth, and Families, U.S. Department of Health and Human Services [www.acf.hhs.gov/](http://www.acf.hhs.gov/)

Children’s Defense Fund [www.childrensdefense.org](http://www.childrensdefense.org/)

Children’s Rights, Inc. [www.childrensrights.org](http://www.childrensrights.org/)

The Clearinghouse on International Development in Child, Youth, and Family Policies [www.childpolicyintl.org](http://www.childpolicyintl.org/)

The Evan P. Donaldson Adoption Institute [www.adoptioninstitute.org](http://www.adoptioninstitute.org/)

Families and Work Institute [www.familiesandworkinst.org](http://www.familiesandworkinst.org/)

Family Life Development Center <http://child.cornell.edu/fldc.home.html>

Federal Interagency Forum on Child and Family Statistics [www.childstats.gov](http://www.childstats.gov/)

First Gov [http://firstgov.gov](http://firstgov.gov/)

Girls Study Group [http://girlsstudygroup.rti.org](http://girlsstudygroup.rti.org/)

Head Start Information and Publication Center [www.headstartinfo.org](http://www.headstartinfo.org/)

Institute for Women Policy Research [www.iwpr.org](http://www.iwpr.org/)

International Foster Care Organization [www.Internationalfostering.org](http://www.Internationalfostering.org/)

International Federation of Social Workers [www.ifsw.org](http://www.ifsw.org/)

Kids Count [www.aecf.org/aeckids.htm](http://www.aecf.org/aeckids.htm)

National Archives and Records Administration, Code of Federal Regulations [www.access.gpo.gov/nara/cfr/cfr-table-search.html](http://www.access.gpo.gov/nara/cfr/cfr-table-search.html)

National Association of Child Advocates [www.childadvocacy.org](http://www.childadvocacy.org/)

National Association of Social Workers [www.naswdc.org](http://www.naswdc.org/)

The National Campaign to Prevent Teen Pregnancy [www.teenpregnancy.org](http://www.teenpregnancy.org/)

National Center for Adoption Law and Public Policy [www.adoptionlawsite.org](http://www.adoptionlawsite.org/)

National Center for Children in Poverty [www.nccp.org](http://www.nccp.org/)

National Center for Juvenile Justice [www.ncjj.org](http://www.ncjj.org/)

National Center for School Engagement [www.schoolengagement.org](http://www.schoolengagement.org/) or [www.truancyprevention.org](http://www.truancyprevention.org/)

National Center on Substance Abuse and Child Welfare [www.ncsacw.samhsa.gov](http://www.ncsacw.samhsa.gov/)

National Child Care Information Center [www.nccic.org](http://www.nccic.org/)

National Child Welfare Resource Center on Legal and Judicial Issues [www.abanet.org/child](http://www.abanet.org/child)

National Child Welfare Resource Center for Organizational Improvement [www.muskie.usm.maine.edu/helpkids](http://www.muskie.usm.maine.edu/helpkids)

National Clearinghouse on Child Abuse and Neglect [www.calib.com/nccanch](http://www.calib.com/nccanch)

National Council on Juvenile and Family Court Judges [www.ncjfcj.unr.edu](http://www.ncjfcj.unr.edu/)

National Data Analysis System [http://ndas.cwla.org](http://ndas.cwla.org/)

National Family Preservation Network [www.nfpn.org](http://www.nfpn.org/)

National Fatherhood Initiative [www.fatherhood.org](http://www.fatherhood.org/)

National Foster Parent Association [www.kidsource.com/nfpa/index.html](http://www.kidsource.com/nfpa/index.html)

National Head Start Association [www.nhsa.org](http://www.nhsa.org/)

National Indian Child Welfare Association [www.nicwa.org](http://www.nicwa.org/)

National Institute of Child Health and Human Development [www.nichd.nih.gov](http://www.nichd.nih.gov/)

National Resource Center for Family Centered Practice and Permanency Planning [www.hunter.cuny.edu/socwork](http://www.hunter.cuny.edu/socwork)

National Resource Center for Child Welfare Adoption [www.nrcadoption.org](http://www.nrcadoption.org/)

North American Council on Adoptable Children [www.nacac.org](http://www.nacac.org/)

Office of Juvenile Justice and Delinquency Prevention [http://ojjdp.ncjrs.org](http://ojjdp.ncjrs.org/)

Prevent Child Abuse America [www.preventchildabuse.org](http://www.preventchildabuse.org/)

Race Matters Consortium [www.racemattersconsortium.org](http://www.racemattersconsortium.org/)

THOMAS, Library of Congress [http://thomas.loc.gov](http://thomas.loc.gov/)

United States of America, All federal governmental agencies [www.firstgov.gov](http://www.firstgov.gov/)

United States Supreme Court [www.uscourts.gov](http://www.uscourts.gov/)

The Urban Institute [www.urban.org](http://www.urban.org/)

U.S. Department of Education, Office of Safe and Drug-Free Schools [www.ed.gov/osdfs](http://www.ed.gov/osdfs)

U.S. Department of State www.state/gov/family/adoption or [www.travel.state.gov/family/adoption/intercountry](http://www.travel.state.gov/family/adoption/intercountry)

U.S. Government Accountability Office (GAO) [www.gao.gov](http://www.gao.gov/)

Zero to Three: National Center for Infants, Toddlers, and Families [www.zerotothree.org](http://www.zerotothree.org/)

# Prerequisite Information

None

# Expectations

Students are expected to:

* Use their Seton Hall email address when emailing the Instructor and fellow students
* Interact online with instructor/s and peers in an appropriate manner
* Review and follow the course calendar
* Submit assignments by the corresponding deadline

You will find most of the content material for this course in your textbook and on Blackboard. Class time will be used to integrate the reading material through lecture, videos/discussions, and experiential learning. Full participation in the classroom will create an effective learning environment.

Please remember that the University expects students to spend 6 hours per week working on each 3 credit course, in addition to class time. It is critical that you read the textbook, all of the online lectures and assignment materials as well as all of the public discussion materials. Your full participation on a weekly basis is not only a requirement, but it is an essential aspect of the course process. All students are expected to do the work assigned.

All students are expected to behave according to the NASW Code of Ethics at all times, demonstrating respect for others opinions and backgrounds.

I also expect students to seek my assistance if you feel that you need help. Please don’t hesitate to schedule a meeting with me to talk over how you are feeling about your performance in the course, how you’re doing with a particular assignment, or whatever else seems useful to you. Please, ask for help when you need it!

The instructor will:

* Respond to discussion boards within three days
* Respond to emails/messages within one day, usually the same day
* Grade assignments within seven days of the assignment deadline

The professor takes responsibility for monitoring the climate in the classroom to provide an atmosphere conducive to student learning. This includes serving as a resource and guide for professional learning, ensuring that the learning medium offers a safe opportunity for exchange of ideas and opinions, and fairly evaluating all student work. I will grade all assignments in a timely manner.

# Discussion Forums

After reading the text and reviewing the power points, please answer the questions posed for discussion. I expect one paragraph for each question, (6-8 sentences), both for your initial post as well as your response post. After posting your initial response, please read and comment on your classmates’ posts. I expect two posts total, your initial answering of the questions, and a response post.

Due dates for each post will be given by the professor once the course begins. Each discussion thread will be available for the entire length of the course.

Discussion Board Grading Rubric:

Each response will include an original response to the discussion question for up to 3 points, and one substantial reflection upon a peer response for up to 2 points as described below (Note: substantial reflection requires more than simply saying “I agree” or “Good point”, etc. – responses must show insight and critical thinking.) See below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0 points | 1 point | 2 points | 3 points  |
| Response to Discussion Questions | Students has not completed assignment | Response not related to question (s) or is very poorly written ; 1-2 sentences in length | Response addresses question (s), but not completely; some grammatical errors; 3-4 sentences in length | Response fully addresses question(s) with no grammatical errors; 5-6 sentences in length |
|  | 0 points | 1 point | 2 points |
| Reply to Peer Post | Students has not completed assignment | Reply does not show substantial reflection or add to original response  | Reply shows that original post was reflected upon and reply intends to add to the conversation |

**Combined number of points:**

5 points (92-100)

4 points (91-80)

3 points (79-70)

2 points (69-65)

1 point (64-62)

0 points (F)

# Assignments/Activities

1. There will be two quizzes, one after Unit 3 and one after Unit 6. Quizzes will cover all the readings, power points, videos and other assigned materials for that Unit only. I am looking for evidence you have reviewed your notes and that you have read and studied the readings and other assignments. Quiz 1 is a multiple choice and short answer format. Quiz 2 is an essay and short answer format, and students may use their texts, readings, power points and other materials as references. Both quizzes are worth 10% each. Due dates to be determined.

2. There will be three Threaded Discussion Boards (see above for format and rubric) and are worth 10% each.

3. There will be a Final Exam worth 20%. The exam will focus on everything covered throughout the course, including all lectures/power points, readings and discussions. This is a multiple-choice format. It will be due online submitted through Blackboard by 12/18/17 at 2:20 PM.

4. There will be a 5-6 page paper covering special topics in Child Welfare. This will also require a 5-minutute oral presentation to the class. Topics will be chosen and approved of from a list supplied be the professor. This is worth 20%.

4. This will be an interactive class and as such, your attendance and active participation is required and necessary for the best learning environment. Attendance will be taken and your participation grade will include not only your attendance but also your active contributions to class discussions and projects.

# Grading Policies

Final Grade will be based on:

Participation 10%

2 Quizzes at 10% each 20%

3 Discussion Boards at 10% each 30%

Special Topics Paper/Presentation 20%

Final Exam 20%

Please post your Discussion Boards posts on time. Your classmates are counting on it so they can post their second response post. Late posts will be penalizes one full grade. There are no make-ups for quizzes or the Final Exam. If there is a TRUE emergency that prevents you from completing any assignment on time, it will be up to the discretion of the professor whether to allow extra time or not and how much, if allowed. Best to hand it in on time!

See Final Grade scale below:

|  |
| --- |
| **Grade Ranges** |
| A | 95% - 100% | C+ | 77% - 79% |
|  A- | 90% - 94% | C | 74% - 76% |
| B+ | 87% - 89% |  C- | 70% - 73% |
| B | 84% - 86% | D+ | 67% - 69% |
| B- | 80% - 83% | D | 64% - 66% |
|  |  | D- | 63%-60% |
| F | < 59% |

Table : Grade Scale

Course Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week # Date** | **Learning Objectives** | **Readings and Instructional Materials** | **In Class** | **Assessments** |
| Unit 1 | * *Place child welfare within an international and national context.*
* *Provide a national picture of child abuse and neglect.*
* *Understand the process of child abuse and neglect reporting to child protection agencies.*
* *Understand the consequences of child maltreatment for children and families.*
* *Analyze the ways in which child maltreatment is related to poverty, racism, mental illness, and substance abuse.*
 | **Read: Chapter 1 in *Child Welfare in the United States*****Read:** Child Abuse and Neglect in*Social Work Speaks 10th Edition: National Association of Social Workers Policy Statements 2015-2017* (pp.32-38).  | View Power Point: Introduction to Child and Family Services |  |
| Unit 2 | * *Analyze the development of the contemporary child welfare system.*
* *Identify the three major eras in the history of child protection.*
* *Compare private charitable responses with governmental responses to child maltreatment.*
* *Describe the role of race and ethnicity in the provision of child welfare services.*
* *Identify the effects of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996.*
 | **Read: Chapter 2 in *Child Welfare in the United States*** | View Power Point: Protecting Children from Abuse and Neglect |  |
| Unit 3 | * *Recognize and define child maltreatment, including child neglect, child abuse, psychological maltreatment, and child sexual abuse.*
 | **Read:** *What is child abuse and neglect? Recognizing the signs and symptoms.* Retrieved from: [**https://www.childwelfare.gov/pubPDFs/whatiscan.pdf**](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)**Read**: Definitions of Child Abuse and Neglect pp1-4 Retrieved from:[**https://www.childwelfare.gov/pubPDFs/define.pdf**](https://www.childwelfare.gov/pubPDFs/define.pdf) | **Video/Power Point: Identifying Child Abuse** [**https://youtu.be/0kB-PeJqnf4**](https://youtu.be/0kB-PeJqnf4) | *After reading all materials and thoroughly reviewing all Power Points and You tube video, we will have Quiz 1. It is worth 10% of your final grade.*  |
| Unit 4 | * *Demonstrate an understanding of the legal process and the role of social workers in relation to the court.*
* *Demonstrate knowledge of legal requirements affecting child welfare practice*
* *Articulate the structure of the legal system*
* *Describe the Juvenile, Family and Criminal Court Movements*
 | **Understanding Child Welfare and the Courts**[**https://www.childwelfare.gov/pubPDFs/cwandcourts.pdf**](https://www.childwelfare.gov/pubPDFs/cwandcourts.pdf) | View Power Point: Law and Procedure |  |
| Unit 5 | * *Articulate the historical developments of Protective Services*
* *Identify types of maltreatment and consequences of maltreatment*
* *Demonstrate and understanding of the ecological view of child maltreatment*
* *Define and explain the practice of child protection, including core services, assessing risk, and decision making*
 | ***A Coordinated Response to Child Abuse and Neglect: The Foundation for Practice*, Chapter 6, “What are the consequences of child abuse and neglect” pp 35-40, and Chapter 9, “What does the child protection process look like” pp 59-72**[**https://www.childwelfare.gov/pubPDFs/foundation.pdf**](https://www.childwelfare.gov/pubPDFs/foundation.pdf) | View Power Point; Protecting Children from Neglect and Abuse |  |
| UUnit 6 | * *Articulate the characteristics of Family Preservation Services*
* *Identify programs that prevent placement and preserve families*
* *Define and explain Kinship care as Family Preservation*
 | **Read:** *Kinship caregivers and the child welfare system.* Retrieved from: [**https://www.childwelfare.gov/pubPDFs/f\_kinshi.pdf**](https://www.childwelfare.gov/pubPDFs/f_kinshi.pdf)**Read:** *Family Preservation Programs*Retrieved from:[**http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/Family\_Preservation\_Programs.pdf**](http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/Family_Preservation_Programs.pdf) | View Power Point; Family Preservation Services | *After reading all materials and thoroughly reviewing all Power Points, please complete the following essay and short answer questions, Quiz 2. This assessment is not timed and you may use your texts, readings and power points as references. It is worth 10% of your final grade. Please submit on Blackboard.*  |
| Unit 7 | * *Analyze the relationship among class, poverty, race/ethnicity, and the entrée into the child protection system.*
* *Explain how social inequality is related to child maltreatment.*
* *Specify the amount of poverty for different racial/ethnic groups in the United States.*
* *Describe strategies to improve outcomes for children of color in the child welfare system.*
* *Identify the role of lack of affordable housing as it relates to poverty.*
 | **Read: Chapter 3: Poverty and the Child Welfare System, pgs. 39-58****Read:** *Basic Facts about Low-Income Children: Children under 18 Years, 2015*.Retrieved from: <http://nccp.org/publications/pdf/text_1170.pdf> | View Power Point; Poverty and the Child Welfare System |  |
| Unit 8 | * *Analyze the reasons educator and child protection workers’ relationships have been characterized by mistrust.*
* *Discuss how poverty can affect a child’s ability to learn.*
* *Define the relationships among educational attainment, poverty, and child welfare.*
* *Formulate ways schools and child welfare organizations can become more collaborative.*
* *Describe the special educational challenges of children living in foster care.*

 | **Read: Chapter 4: The Educational System and Child Welfare pgs. 59-76****Read:** *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care.* Retrieved from: [**https://www.acf.hhs.gov/sites/default/files/cb/ed\_hhs\_foster\_care\_guidance.pdf**](https://www.acf.hhs.gov/sites/default/files/cb/ed_hhs_foster_care_guidance.pdf)**Read pgs. 1-5** | View Power Point; The Educational System and Child Welfare |  |
| Unit 9 | * *Identify the unique challenges homeless children face in maintaining good health.*
* *Compare the physical and mental problems of children in child protective services with children outside of the system.*
* *Specify the problems associated with prescribing psychotropic drugs to young children.*
* *Explain the reasons that homelessness and child protection issues are deeply intertwined.*
* *Assess current efforts to assist homeless families in seeking housing stability.*
 | **Read: Chapter 5: Health, Homelessness and Child Welfare, pgs. 77-96** | View Power Point: Health, Homelessness and Child Welfare | Complete Threaded Discussion 1 |
| Unit 10 | * *Analyze the reasons that having a parent in prison increases the likelihood of a child becoming involved within the juvenile justice system.*
* *Identify the effects of race and ethnicity within the juvenile justice system.*
* *Explain the ways in which correctional institutions can assist incarcerated parents and their children to remain in contact.*
* *Formulate ways to assist dual status/crossover youth to achieve healthier functioning.*

*Specify ways that the juvenile justice and child welfare systems can collaborate to improve service* | **Read: Chapter 6: The Juvenile Justice System and Child Welfare, pgs. 97-112** | View Power Point: The Juvenile Justice System and Child Welfare | Complete Threaded Discussion 2 |
| Unit 11 | * *Identify the reasons that children are placed in foster care.*
* *Examine the role of lawsuits in improving foster care placements.*
* *Distinguish between regular foster care and kinship foster care.*
* *Explain the reasons that older children aging out of foster care have a hard time transitioning into adulthood.*
* *Evaluate the current inadequacies of the foster care system.*
 | **Read: Chapter 7: Foster Care, pgs. 113-130** | View Power Point: Foster Care: History, Laws, Policy and StructureView Power Point: Foster Care Practice and Issues |  |
| Unit 12 | * *Analyze barriers to adoption including bureaucracy and financial expense.*
* *Identify the racial and ethnic barriers to adoption.*
* *Distinguish between closed adoption and open adoption.*
* *Understand the challenges when children are adopted after a foster care experience.*
* *Compare and contrast adoption within the U.S. and international adoption*
 | **Read: Chapter 8: Adoption, pgs. 131-150****Read:** *Social Work Speaks 10th Edition: National Association of Social Workers Policy Statements 2015-2017* (pp.133-139).  | View Power Point: Families by Adoption | Complete Threaded Discussion 3 |
| Unit 13 | * *Analyze the challenges and the rewards of serving as a child protection worker.*
* *Identify the characteristics of workers that support job satisfaction.*
* *Explain the importance of quality clinical supervision within a child welfare agency.*
* *Formulate ways that child welfare workers can reduce stress and participate in self-care activities.*
* *Specify new ways that administrators can promote healthy child welfare agency environments.*
* *Explain our professional responsibilities, including ethical and advocacy*
 | **Read: Chapter 10: Child Welfare Professional, pgs. 169-187****Read**: *Code of Ethics*. Available at: www.naswdc.org**Read:** Child Welfare Workforce in *Social Work Speaks 10th edition; National Association of Social Workers Policy Statements 2015-2017* (pp 39-41). | View Power Point : Professional Responsibilities: Ethic and Advocacy |  |
| Unit 14 | * *Examine new thinking about child welfare interventions that includes assessing the risk and protective factors in families.*
* *Understand the values that underlie innovative approaches that feature cooperation and collaboration within a trusting relationship between families and child welfare professionals.*
* *Analyze ways that prove innovations in child welfare systems are essential to keep the field moving forward.*
* *Explain the role of privatization within child welfare service systems.*
* *Analyze the role of child welfare leadership in developing innovations.*
 | **Read: Chapter 11: Innovations in the Child Welfare System, pgs. 189-204 and** **Chapter 12: Prevention and Future Issues in Child Welfare, pgs. 205-218****Read: United Nations’ Convention on the Rights of the Child retrieved from:**[**http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf**](http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf)**Read:** Working with families using the protective factors in *2016 Prevention Resources Guide: Building Community Building Hope*. (pp.11-25). Retrieved from:<https://www.childwelfare.gov/pubPDFs/guide_2017.pdf> | View Power Point: Services to Prevent Maltreatment and Support FamiliesFinal Presentations | Special Topics Paper Due |
| Unit 15 |  |  | Final Presentations | Complete Final Exam |

# Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to [Seton Hall's Technology Blog](http://blogs.shu.edu/technology).

# Statement on Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester.

For more information or to register for services, contact DSS at:

Email: dss@shu.edu

Phone: 973-313-6003

Fax: 973-761-9185

Duffy Hall room 67

# Academic and Professional Integrity Policy

Students are expected to follow the Academic and Professional Integrity Policy outlined in the Student Handbook In additional to the specific Academic and Professional Integrity Policy of his/her major school or college:

1. Dependability: candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. Respect & Empathy: candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. Open-mindedness: candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. Integrity: candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. (Original student work is expected. Any work containing plagiarized material will result in an automatic “0” for the assignment.)
5. Passion for the profession: candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.