**BCWEP Model Syllabus**

**SOWK 3650: *Topics in Child Welfare***

**Term:**

**Instructor:**

**Class:**

**Office:**

**Phone:**

**E-mail:**

**Course Description:**

This is an introductory course in Child Welfare for social work majors in their junior year. ***It is required for any student planning to apply for BCWEP or the Concentration in Child Welfare.*** This course focuses on interventions to protect children from neglect, physical abuse, sexual abuse, and emotional abuse by strengthening, supporting and empowering their families. It is organized around four themes: (1) The history, mission, and scope of child welfare services and practice, including the underlying philosophy and values that drive child welfare practice, and addressing cultural and relationship issues when working with families. (2) Conceptual and practical information on identifying child maltreatment, assessing family needs and strengths, and determining the level of risk to children for future maltreatment. (3) Case planning and applying a casework model to working with families. (4) Interviewing skills in a child welfare setting, especially as these skills relate to family assessment, child risk and case planning, and integrating the use of professional authority in these activities. Particular attention will be given to public child welfare issues in New Jersey, including the continuing progress of the Department of Children and Families (DCF) to achieve the goals of its Modified Settlement Agreement (MSA July 2016) with the Federal District Court in Newark.

**Methods:**

Readings, lectures, class discussions, videos, group presentations, reaction papers

**Course Objectives/Outcomes:**

By the end of this course, students will be able to demonstrate many of the competencies listed at the end of this syllabus.

**Texts:**

***Note:*** *(The following represents an expanded listing with overlap and opportunities to make selections.)*

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

Downs, S. W.; Moore, E.; McFadden, E. J. (2009). ***Child Welfare and Family Services-Policies and Practice, 8th ed.*** Boston, MA: Pearson. **(Not scheduled for update, but remains substantive, thorough, in-depth, and expensive.)**

Crosson-Tower, Cynthia. (2014). ***Understanding Child Abuse and Neglect*, 9th ed.** Boston MA: Pearson. **(Used at 2 Consortium Social Work Programs**

Crosson-Tower, Cynthia. (2018). ***Exploring Child Welfare: A Practice Perspective*, 7th ed.** Boston MA: Pearson. **(Newly updated. Previous editions used at 3 Consortium Social Work Programs**

Rycus, J. S. & Hughes, R.C. (1998). ***Field Guide to Child Welfare (Volumes I-IV).*** Washington, D.C.: CWLA, Columbus, OH: IHS. (Also in eBook version (requires Firefox Browser): <http://www.childwelfarefieldguide.com>

**(Also not scheduled for update, but is comprehensive, substantive, thorough, and utilizes many case illustrations. The eBook is available for an annual subscription of $20. Requires Firefox Browser for best results.)**

**Recommended Readings: *May be found at:*** [**https://www.childwelfare.gov/**](https://www.childwelfare.gov/) ***or the BCWEP Website***

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

Goldman, J.; Salus, M. K.; Wolcott, D.; & Kennedy, K. Y. (2003). ***A Coordinated Response to Child Abuse and Neglect:***

***The foundation for practice.*** Washington: U. S. Department of Health and Human Services (Children’s Bureau).

DePanfilis, D., (2006) ***Child Neglect: A Guide for Prevention, Assessment, and Intervention.*** Washington: U.S Department of Health and Human Services (Children’s Bureau).

<https://www.childwelfare.gov/pubs/factsheets/whatiscan/> ***(What is Child Abuse and Neglect? Recognizing the Signs and Symptoms)*** ***(2013)***

<https://www.childwelfare.gov/pubs/factsheets/cpswork/> ***(How the Child Welfare System Works) (2013)***

<https://www.childwelfare.gov/pubPDFs/acts.pdf> ***(Acts of Omission: An Overview of Child Neglect)*** ***(2012)***

[*https://www.childwelfare.gov/pubPDFs/courts.pdf*](https://www.childwelfare.gov/pubPDFs/courts.pdf)***(Working with the Courts in Child Protection) (2006)***

<https://www.childwelfare.gov/pubs/reunification/> ***(Reunification: Bringing Your Children Home from Foster Care) (2016)***

<https://www.childwelfare.gov/pubs/factsheets/long-term-consequences/> ***(Long Term Consequences of Child Abuse and Neglect) 2013***

[*https://www.childwelfare.gov/pubPDFs/fatherhood.pdf*](https://www.childwelfare.gov/pubPDFs/fatherhood.pdf)***(The Importance of Fathers in the Healthy Development of Children (2006)***

<https://www.childwelfare.gov/pubPDFs/preventingcan.pdf> ***(Preventing Child Abuse and Neglect) (2012)***

[www.stockton.edu/bcwep](http://www.stockton.edu/bcwep) (especially **Resources for Child Welfare Courses**) (***BCWEP Website)***

**Additional Resources: *May be found at:*** [**https://www.childwelfare.gov/**](https://www.childwelfare.gov/) ***or the BCWEP Website***

<https://www.acf.hhs.gov/sites/default/files/cb/cm2015.pdf> ***(Child Maltreatment 2015)*** (2017)

<https://www.childwelfare.gov/pubPDFs/fatality.pdf> ***(Child Abuse and Neglect Fatalities 2014: Statistics and Interventions)*** (2016)

<https://www.childwelfare.gov/pubPDFs/define.pdf> ***(Definitions of Child Abuse and Neglect: State Statutes)*** (2016)

<https://www.childwelfare.gov/pubPDFs/manda.pdf> ***(Mandatory Reporters of Child Abuse and Neglect)*** (2015)

**Additional Resources: Most are documents (pdf) *recommended by DCF (John Ramos)* and may be *found on the BCWEP Website.***

***Working with children and youth with complex clinical needs: Strategies in the safe reduction of congregate care***. Washington, DC: Children’s Bureau, Administration for Children and Families, U.S. Department of Health and Human Services

***Considerations for LGBTQ Children and Youth in Foster Care Exploring Normalcy as It Relates to P.L. 113–183***

***Supporting Transgender Children and Youth Involved in the Court System***

***Identifying Minors and Young People Exploited Through Sex Trafficking: A Resource for Child Welfare Agencies***

***Protective Capacities and Protective Factors: Common Ground for Protecting Children and Strengthening Families***

***Promoting Safe and Stable Families***

***Working with Young Fathers: Tips from the Field (March 22, 2017) Helpful Resources***

***Resources to Support Fathers***

[***http://www.nj.gov/dcf/families/dcpp/ParentGuideFosterCare\_English.pdf***](http://www.nj.gov/dcf/families/dcpp/ParentGuideFosterCare_English.pdf) ***(a guide for parents* When Your Child is in Foster Care)**

[**http://www.nj.gov/dcf/documents/divisions/dyfs/ESgeneral.pdf**](http://www.nj.gov/dcf/documents/divisions/dyfs/ESgeneral.pdf) ***(School Stability for Children in Resource Home Care)***

[**http://www.nj.gov/dcf/adolescent/index.html**](http://www.nj.gov/dcf/adolescent/index.html) ***(Adolescents NJyrs)***

<https://www.childwelfare.gov/pubs/issue-briefs/cm-prevention/> ***(Child Maltreatment Prevention: Past, Present, and Future)*** (July 2017)

<https://www.childwelfare.gov/pubPDFs/about.pdf> ***(About CAPTA: A Legislative History)*** (August 2017)

**Class Policies:**

Professional behavior is expected of all students in the classroom. Professional behavior in the classroom includes the following:

* + 1. Attendance and participation

Students are expected to attend, arrive on time, and participate in all scheduled classes. Students are expected to refrain from cell phone use while in class. Assigned materials are to be read before class. Since considerable content is presented or experienced in class that cannot be learned through independent reading or other means, students who miss more than one class during the term place themselves at risk of not passing the course. If you are unable to attend class due to an emergency, please call the instructor and leave a message on voice mail.

* + 1. Maintaining a safe and respectful environment

Content of this course will be emotionally difficult at times. It is essential that the class be a safe environment. Students are asked to respect the opinions and feelings of other students and guest speakers, even though they may differ from their own. This means listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and actively promoting group cohesiveness in the learning environment. Again please also assure that all cell phones are on silent or vibrate mode.

* + 1. Make-up Assignments

There will be no make-up on assignments. However, students may be permitted to submit a reaction/application paper to be graded, when so instructed.

**Assignments:**

* Readings: As indicated in the calendar below.
* Quizzes: There will be 3 quizzes covering readings and materials discussed in class.
* Group Presentation—Topics in Child Welfare: Each student will be scheduled to participate in a group, presentation (4-5 groups). You will be provided with a list of topics to choose from which may include the following:
  + Trends in child welfare,
  + An analysis of the 4/5/17 Federal Monitoring Report: <https://www.cssp.org/publications/child-welfare/new-jersey-charlie-and-nadine-h-v-christie/document/Charlie-and-Nadine-H.-v.-Christie-Monitoring-Report-XVIII-April-5-2017.pdf>, *(Also on the BCWEP Website)*
  + A critical review of ASFA,
  + Finding strengths in challenging families,
  + The impact of parental incarceration on children,
  + Human Trafficking as it is related to children/adolescents,
  + Child welfare and racial disparity,
  + The importance of working with fathers in the Child Welfare system,
  + Disabled parents and the child welfare system
  + Review of a promising practice for working with families experiencing domestic violence, substance abuse, sexual abuse, mental illness, trauma or homelessness in a new or different way,
  + Other topics may be added within the first few weeks of class.
    - Your group can choose one of these topics or obtain the instructor’s permission to select a different one. Presentations should be approximately 30 minutes in length including time for questions/answers and a 1-2 page handout for the class.
  + Final Paper/Take home test: There will be a final paper, which will measure your ability to integrate course learning. A handout with guidelines for final paper will be forthcoming

There may be an opportunity to earn extra credit by:

1. Writing a reaction paper to a speaker or,
2. Teaching-Back exercise: where you select a topic from the curriculum (with my approval) and you prepare and present a 10-12 minute lecturette to the class on the topic.

**Your grade will be based upon:**

1. Quizzes: 25% of grade
2. Group Presentation: 25% of grade
3. Final Paper/Take home test: 25%
4. Class Participation: 25% (includes attendance, being on time for class, participating actively and constructively in class discussions)

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| **DATES** | **TOPICS** | **READINGS, ASSIGNMENTS** |
| Week 1 | Introduction to Family and Child Services   * Historical Highlights * Major Federal and State Legislation * Public Policies for Families and Children * Principles of Child and Family Services * Classification of Services * What does the field of Child Welfare Encompass? * New Jersey’s Public Child Welfare System, its historical development, and current transformation efforts, will be discussed throughout the course.   *[Competencies addressed: 4.1,4.11* | Several Handouts *(Intro to NJ Child Welfare System)* |
| Week 2 | Families and children   * Family responsibilities and rights * Families as systems * Emotional climate in families * Families and culture * Stress on families * Family Problems and Dysfunction * Family and Child Maltreatment   Values in child welfare practice; philosophy of child welfare practice  *[Competencies addressed: 2.1, 2.13, 3.4]* | Crosson-Tower, Ch. 2  Goldman, et al (Foundation for Practice - red book)  Ch. 2, 3, and App. A (91-95) |
| Week 3 | The social context of child neglect   * Neglect * Poverty * Discrimination * Violence * Substance abuse * Homelessness * Mental illness and developmental disabilities * Neglected Children * Neglectful Parents * Problems in Intervention * Risk and protective factors   *Video “Recognizing & Preventing Child Neglect”*  *[Competencies addressed: 2.1,2.2, 2.4, 2.6, 3.1,3.3,]* | Crosson-Tower, Ch. 4  DePanfilis (Child Neglect - light green book)  Ch. 1,2,3,4  *Acts of Omission: An Overview of Child Neglect (2012)* (See Recommended Readings Above) |
| Week 4 | Physical Abuse of Children   * Scope of the problem * Risk and protective factors * Physical, emotional, and behavioral indicators * Domestic Violence * Impact of war on family violence   *Video “Recognizing & Preventing Physical Child Abuse”*  *[Competencies addressed: 2.3,3.5,3.11]* | Crosson-Tower, Ch. 5  Goldman, et al.(red book) Ch. 4, 5, 6  *What is Child Abuse and Neglect? Recognizing the Signs and Symptoms (2013)* (See Recommended Readings Above) |
| Week 5 | A Day in the Life of a Protective Service Worker:   * Caseload management * Secondary Traumatic Stress and the CPS worker * Recognizing biases, individual and systemic * Documentation in Child Welfare * Worker safety   *View video of Realistic Job Preview from Child Welfare Gateway*  <http://www.childwelfare.gov/learningcenter/rjp.cfm>  *[Competencies addressed: 1.1,2.2, 2.15,4.6,4.7]* | Crosson-Tower, Ch. 16  DePanfilis, Salus, A Guide for Caseworkers (blue book) Ch.1,2,3  **QUIZ 1** |
| Week 6 | An overview of child protective services   * Legal basis * The child protection process * Assessment and Planning with the family, including Teaming * What does good practice look like vs. what does ineffective practice look like * Ethical and cultural considerations * Case management and roles of other professionals * Service provision   *[Competencies addressed: see below]* | Crosson-Tower, Ch. 10  Goldman, et al. (red book) Ch. 9  *How the Child Welfare System Works (2013)* (See Recommended Readings Above)  Downs et al., Ch. 4 & 6 (2009)  Handout: *Nature and Use of Authority* |
| Week 7 | Overview of child protective services (continued)  *[Competencies addressed: 1.2,1.3,1.5,2.7,2.13,2.14,2.16,3.4,4.1, 4.3, 4.4, 4.11]* | Goldman, et al. (red book) Ch. 10, 11  Crosson-Tower, Ch. 11 |
| Week 8 | **SPRING BREAK – NO CLASS** |  |
| Week 9 | Family preservation or child placement  Foster care and adoption   * Making Rational, unbiased, objective decisions * Decision to place * Consequences for the child, for the parents * Concurrent planning * Alternatives to foster care * The role of foster parents * LGBTQI and the child welfare system * Indian Child Welfare Act   *Video of former DCP&P youths*  *[Competencies addressed: 2.5,2.8,2.9,2.11,4.1, 4.2, 4.5]* | Crosson-Tower, Ch. 14  Downs et al., Ch. 7 (2009)  *Reunification: Bringing Your Children Home from Foster Care (2016)* (See Recommended Readings Above) |
| Week 10 | Sexual Abuse of Children   * Types of Sexual Abuse, incest vs. extra familial * Progression of Sexual Abuse * Incidence of Sexual Abuse * Female Victims; * Male Victims * Degree of Trauma * Profile of the Perpetrator   *[Competencies addressed: see below]* | Crosson-Tower, Ch. 6  Crosson-Tower, Ch. 7 |
| Week 11 | Sexual Abuse (Continued)  Psychological maltreatment  False Allegations Movement  *Video “Recognizing & Preventing Emotional Child Abuse”*  *[Competencies addressed: 2.1, 2.3, 2.7 ]* | Crosson-Tower, Ch. 7  Crosson-Tower, Ch. 9 |
| Week 12 | Child Protection in Families Experiencing Domestic Violence  *Video “Family Violence”*  *[Competencies addressed: 2.6,2.15]* | Hand Out (Bragg, (green book) Ch. 2, 3, 4 and pp 91-99) |
| Week 13 | Law and Procedure: Role of the Courts  Types of Family Court Hearings; Preparation for testifying at court hearings  *[Competencies addressed: 2.3,2.5, 2.7, 2.8, 2.9, 2.11, 2.12, 4.1]* | Crosson-Tower, Ch. 11  *Working with the Courts in Child Protection (2006)* (light brown book) (See Recommended Readings Above) |
| Week 14 | Treatment: Physical Abuse and Neglect  *[Competencies addressed: 1.2, 2.10, 2.2, 3.5, 4.3, 4.4]* | Crosson-Tower, Ch.12  *The Importance of Fathers in the Healthy Development of Children (2006)* (brown book) (See Recommended Readings Above) |
| Week 15 | Former BCWEP students: Making the transition from Student to DCP&P Case Worker  Final Paper/Due  *[Competencies addressed: 4.6]* |  |

**By the completion of the Concentration in Child Welfare, students will have achieved the following competencies.**

Some of these competencies are addressed in other core Social Work Program courses. Some are taught primarily in the 400-hour field experience. The remainder are developed in one of the two courses in child welfare. (Shaded boxes contain competencies that will be addressed in Child Welfare Services and Practice.)

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| # | **ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES** |
| 1.1 | Demonstrate sensitivity to clients’ differences in culture, ethnicity, and sexual orientation. |
| 1.2 | Demonstrate the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan. |
| 1.3 | Demonstrate understanding of the importance of a client’s primary language and support its use in providing child welfare assessment and intervention services. |
| 1.4 | Demonstrate understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families. |
| 1.5 | Demonstrate the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services. |

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| # | **CORE CHILD WELFARE COMPETENCIES** |
| 2.1 | Be able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors. |
| 2.2 | Demonstrate understanding of the strengths-based “person in environment” perspective, and is aware of strengths which act to preserve the family and protect the child. |
| 2.3 | Demonstrate awareness and beginning understanding of the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families—and be able to relate these indicators to Title 9, Title 30, and to DCP&P policy. |
| 2.4 | Be developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families and uses this knowledge in providing appropriate services. |
| 2.5 | Demonstrate an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services |
| 2.6 | Demonstrate understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems. |
| 2.7 | Recognize the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs. |
| 2.8 | Demonstrate a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice. |
| 2.9 | Be in the process of developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child’s family and the effects on the child’s physical, cognitive, social, and emotional development. |
| 2.10 | Be in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research. |
| 2.11 | Demonstrate awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system. |
| 2.12 | Develop the capacity to utilize the case manager’s role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and kin networks. |
| 2.13 | Show understanding of the value base of the profession and its ethical standards and principles, and practices accordingly. |
| 2.14 | Demonstrate the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients. |
| 2.15 | Demonstrate the ability to assess his or her own emotional responses to clients, co-workers, and situations. |
| 2.16 | Demonstrate an understanding of the importance of the termination process, with clients and with systems. |

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| # | **HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES** |
| 3.1 | Demonstrate understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults—and how it is determined and assessed. |
| 3.11 | Understand the profound negative impact of child maltreatment on children’s health and development. |
| 3.2 | Demonstrate understanding of the stages and processes of adult development and family life. |
| 3.3 | Demonstrate understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior. |
| 3.4 | Demonstrate understanding of the influence of culture on human behavior and family dynamics. |
| 3.5 | Demonstrate understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change. |

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| # | **WORKPLACE MANAGEMENT COMPETENCIES** |
| 4.1 | Demonstrate knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and ASFA. |
| 4.11 | Understand the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System. |
| 4.2 | Be able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity. |
| 4.3 | Demonstrate an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals. |
| 4.4 | Have a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans. |
| 4.5 | Be able to plan, prioritize, and complete activities within appropriate time frames. |
| 4.6 | Be aware of potential work-related stress factors and begin to develop appropriate self-care strategies. |
| 4.7 | Be aware of worker safety issues and begin to develop strategies for preserving worker safety in potentially volatile situations. |