

Northeastern State University
College of Social and Behavioral Sciences
Social Work Department
Spring 2003

COURSE INSTRUCTOR:

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COURSE TITLE:

SOWK 4633 Family and Child Welfare Services: Tuesday 5:30 - 8:10

PREREQUISITE:

None

COURSE DESCRIPTION:

Examines the development and scope of family and child welfare services, with emphasis on the child's role in a family system. The impact of institutional and societal forces on family systems, and the role of social workers in this interaction are explored, particularly as they affect outcomes for children.

COURSE PURPOSE:

The goal of this course is to familiarize students with the scope and practice of family and child welfare services, the history of child welfare, the critical issues facing families and children in our society and what social, political and economic forces shape programs for families and children. We will also explore cultural, ethnic and sociopolitical issues related to the practice of family and child welfare services.

EDUCATIONAL OUTCOMES:

1. Apply critical thinking skills and research methods as they relate to evaluating, planning and implementing policy at national, state and local levels that support families and children.
2. Understand the need to practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

3. Understand the value base of the social work profession and its ethical standards and principles as they apply to generalist social work practice.
4. Understand and define the forms and mechanisms of oppression and discrimination and the need to practice without discrimination and with respect, knowledge, and skill related to the client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. Describe the history of the social work profession and the social welfare institution and their contemporary structures and issues in generalist social work practice.

INSTRUCTIONAL MATERIALS:

Downs, S. W., Moore, E., MCFadden, E. J., & Costin, L. B. (2000). Child Welfare and Family Services: Policies and Practices, 6th Edition. Boston: Allyn and Bacon.

INSTRUCTIONAL PROCEDURES:

This course will be taught through lecture, case examples, video presentations, class discussions, guest lecturers and group activities. Students will write a reaction paper and research and write, or orally present, one major project.

COURSE OUTLINE:

Unit I: Week 1 & 2	OVERVIEW AND ORIENTATION Orientation to course Major concepts History of CW practice Unresolved issues from the past Working in child welfare Occupational issues Trends in CW practice Assignment: Chapter 1
Unit II: Week 3 & 4	SUPPORTIVE SERVICES Family Support Services Family Income Security Family Preservation Services Assignment: Chapters 3, 4, & 8
Unit III: Week 5, 6 & 7	THE LEGAL SYSTEM Rights and Responsibilities Legal Concepts and Court Related Issues Assignment: Chapters 2 & 6

Unit IV **SUPPLEMENTAL SERVICES**
Week 8, 9, 10 & 11 Introduction to Child Maltreatment
 Child Abuse & Child Neglect
 Child Sexual Abuse
 Child Protection Services
 Assignment: Chapter 7

Unit V **SUBSTITUTE SERVICES**
Week 12, 13, 14 Foster Care Services
 &15 Adoption Services
 Assignment: Chapters 9 & 10

Unit VI: **FINALIZATION OF COURSE**
Week 16 &17 Ethics and Advocacy
 Oral Reports
 Review and integration of concepts
 Assignment: Chapter 12

<u>Exam Dates:</u>	<u>Papers/Projects Due Dates:</u>
Exam 1 . . . February 18	Reaction Paper March 25
Exam 2 . . . April 1	Major projects/oral report outline . . . April 22
Exam 3 . . . May 6	Oral Reports April 29

STUDENT EVALUATIONS:

Evaluation of students mastery of material presented in this course will be based upon the following assignments and expectations. Course grade is based on the total number of points accrued during the semester. This is a 100 point course with points being accrued through the following activities:

A. EXAMINATIONS (Total 60 points)

Three (3) examinations will cover assigned reading materials and information presented in class. Students are advised to take good note on information presented in class and to keep up with all reading assignments. There will be no make up exams given unless prior arrangements have been made. The examinations will include both objective and subjective questions/items. The exams will be of equal value (20 points each).

B. PAPERS/PROJECTS (Total 35 points)

All papers are to be typed, double-spaced, using a #12 font size or regular type. Use uniform margins of 1 in. and APA style. Use headings in each paper as reflected in the requirements below. Cover each paper with a title page. No papers will be accepted late unless prior arrangements are made with the instructor.

1. Reaction paper (10 points)

Visit a child welfare agency which provides one or more of the core services covered in this the text book. **Interview** the administrator, a supervisor, and/or a professional providing direct services. Complete a **written report** on your visit using the following marginal headings: 1) Agency name, date of visit and name and position of the person interviewed; 2) types of services provided; 3) eligibility requirements for services; 4) funding; 5) client population served; 6) collaboration with other agencies; 7) how referrals are made and received; 7) other information; 8) your reaction to the visit . **Write** a 3-5 page summary of the information you obtained using the above outline. **OR**

Attend/observe one or more sessions of a juvenile court involving a deprived child(ren). report on the following observations: 1) Date of hearing, name of court hearing cases; 2) Identify and observe the participants in the hearing, what roles did they play, were they prepared, etc? 3) Was the child present and how did they react? 4) How was the CWS worker dressed, what did they do, what was their focus, etc? 5) How did the judge conduct the hearing, what was the atmosphere in the court room, etc? 6) How did you feel and react to the hearing and activities in the court? **Write** a 3-5 page description of the session using the above marginal headings. **NOTE:** Juvenile court hearing are closed, therefore, it will be necessary to secure the permission of the judge before you attend. Students will be expected to briefly and informally share their experience with the class.

2. Major Paper/Project (25 points)

For their major project (25% of final grade) students have the following choices: annotated bibliographies from professional readings and/or journaling of personal reactions, a term paper, or an oral report.

Readings and Journaling (One [1%] point each, max 25 points)

Readings (One [1] point per annotated bibliography)

Read about child welfare services covered in the course and issues not covered in depth in the text book or course. Some interesting subjects not covered in the course are as follows: non-biological failure to thrive and/or psychosocial dwarfism, evaluation of family preservation (family-based) programs, special needs adoption, and cult and/or ritualistic abuse, Recovered Memory Syndrome, etc. Prepare an annotated bibliography on each of the articles. Place the reference at the top of the page and the summary following. Each reference should be on a separate page, AND/OR

Journaling (One [1] point per journal entry, max 25 points)

On an individual page for each, keep a log of personal responses to issues of diversity, violence in families, and child welfare issues. Your journal may include reactions to: articles in newspapers and magazines, news reports, current research

in professional periodicals, personal experiences, classroom discussion, etc, OR

Term paper (25 points)

Research and write a term paper about one of the major child welfare services covered in the course. Appropriate subjects are: family support services, family preservation services, child maltreatment, child protection services, family foster home services, independent living services, kinship care, adoption, residential (group care) services, juvenile court services (other subjects must be approved by the instructor). APA style, minimum six references and 12 pages, OR

Oral report (25 points)

Present an oral report covering a subject mentioned above. Topical outline, handouts, and 12 - 15 minute class presentation to the entire class.

C. ATTENDANCE, LATE ARRIVALS, LEAVING EARLY, AND PARTICIPATION
(Total 5 points)

(1) Attendance is important. Students must sign the daily attendance sheet to be counted present. You are allowed two absences, per semester. Three absences result in the final grade being lowered one letter grade. If four absences have occurred, a grade becomes an F.

(2) Students are expected to be present and ready to start at class time. Late arrival to class can not be avoided in some situations, however, it is disruptive and when chronic they may affect your grade (see below). Chronically leaving class early may also affect your grade.

(3) Participation is expected and indicates a student's preparation, commitment and level of interest. Respect for other students and their divergent views and beliefs is expected. Students are expected to accept responsibility for their learning experience. **While participation is encouraged and expected, the confidentiality of personal information shared with the class cannot be guaranteed. Students should exercise care when sharing personal information with the group.**

D. EXTRA CREDIT:

No extra credit opportunities are given to individual students. Extra credit opportunities, if any, are available to all students.

E. GRADE COMPUTATION:

This is a 100 point course. Grades are determined by the number of points accrued by the student during the semester, less any grade reduction due to poor class attendance. Semester grades will be assigned using the following scale:

<u>Points</u>	=	<u>Grade</u>
90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F

AMERICAN WITH DISABILITIES ACT (ADA) COMPLIANCE:

If any student feels that he/she has a disability and needs special accommodations please advise the instructor of such disability at the first class attended.

INCLEMENT WEATHER /DISASTER POLICY:

It is assumed that class will be held as scheduled unless otherwise notified. In the event of inclement weather or disaster an official announcement of the cancellation of classes will be made through the local news media, by the university. The instructor will be as accommodating as possible to students who feel that driving to campus during inclement weather or a disaster would be hazardous to their health and well being. Students should always use good judgement when evaluating their own situation relative to inclement weather and natural disasters.