I. Course Description:
This course is designed to provide students with an understanding of the dynamics of child maltreatment and the impact on children who are exposed to abuse and neglect. In addition, we will examine the legislative and programmatic efforts to increase support for families and create better outcomes for children in care. Particular attention will be given to examining best practices such as family-centered programs, which engage families and communities to achieve more effective case planning and placements. Key issues such as the disproportional representation of racial and ethnic groups in the child welfare system, lack of prevention resources, and increasing father engagement will be highlighted.

II. Course Objectives:

A. Knowledge Objectives  Students will:

1. Understand the developmental needs of children, and the kinds of problems that often arise when those needs are not met.
2. Increase understanding of the needs of families and children by considering the context of ethnicity, race, culture, social class and family structure.
3. Know the relevant provisions of the legislation that has shaped child welfare practice.
4. Familiarize the student with selected principles and techniques of child welfare practice.
5. Increase student's knowledge of the research pertinent to child welfare practice, particularly evidence-based research.
6. Identify emerging issues in the field.

B. Skill Objectives:  Students will:

1. Develop skill in assessing families for the purpose of providing appropriate services to protect children and preserve families.
2. Develop skill in differentially selecting appropriate interventions for children and families.
3. Demonstrate an ability to be sensitive to racial, ethnic, class and cultural differences in child welfare practice.
4. Increase awareness of one's own attitudes and responses to the range of "at risk" situations.
5. Develop skill in evaluating the effectiveness of program and practice.
C. Ethics and Values:  

Student will:

The values and ethics are derived from The Standards and Values of Public Child Welfare published by the California Social Work Education Center 1997. Understand the goal of public child welfare is to protect children from abuse, neglect and exploitation and to promote their health, safety and nurturing so that they can grow to have positive, productive adulthoods.

1. Know that there are a wide range of parenting practices, varying as a result of ethnic cultural, community and familial differences, which can provide adequate care for children.
2. Understand that a caring family is the best and least restrictive environment for raising children.
3. Know that when there is a danger to children, the state has the responsibility to intervene in family affairs to protect children.
4. Know that child welfare services should work with the family to create a plan that emphasizes the family and child’s strengths.
5. Know that every reasonable effort should be made to preserve and strengthen the child’s existing family before an alternative placement is considered. The state requires an adequate, not an ideal, standard of care for children.
6. Know that every child has the right to permanency for his or her care and upbringing; legal permanency should be achieved as quickly as possible.

* Knowledge, Values, Ethics are derived from the CALSWEC list of competencies and values and standards for people working in child welfare

III. Expected Outcomes:  

Upon completion of this course student will:

1. Discuss how services to children and families are provided along a continuum from the least intrusive (support services), to somewhat more comprehensive (supplemental services), to services that substitute, either temporarily or permanently, for their natural family (substitute services)
2. Discuss the history of the provision of services for children and their families in the United States
3. Explain the role of the family in the lives of children, how these roles can break down and how they differ according to the influence of diversity
4. Demonstrate an understanding of how such social issues such as poverty, violence, drug abuse and homelessness impact children and their families
5. Recognize the concepts of family preservation, family support and permanency planning and explain what each means to children and families
6. Identify how community resources and social capital can reduce risk for vulnerable children and families
7. Discuss the impact of children's services on those they serve
8. Identify best practices that mitigate risk for children
9. Explain the role of the child welfare worker in various types of services for children and families

IV. Teaching Methods:

The primary methods of instruction will be lecture, class discussion, exercises, audio and visual aids and class presentations. Guest speakers will enhance class material. In addition, student comments are welcome and encouraged.
V. Textbooks

A. Required

B. Highly Recommended
   Additional readings may be assigned by the instructor from recent journal articles.

VI. Course Assignments

A. Assigned Readings and Exams

There will be two exams during the semester covering assigned readings and lectures. The first exam is worth 30% of your grade while the second exam is worth 35% of your grade.

Date of Exam(s):
   Exam #1 Oct. 4 In class exam
   Exam #2 Nov. 8 Take-home short answer/essay

B. Group Project on Special Populations in the Child Welfare System

Due: Group Presentations Nov. 29 and Dec. 6th.
This project is worth 30% of your grade.

For this assignment students will select one of the following topic areas:
   Special Populations in the Child Welfare System: Children Exposed to DV
   Special Populations in the Child Welfare System: Substance Abuse and Neglect
   Special Populations in the Child Welfare System: Children of Incarcerated Parents
   Special Populations in the Child Welfare System: Engaging Fathers
   Special Populations in the Child Welfare System: The Medically Fragile Child
   Special Populations in the Child Welfare System: Probation Supervised Youth

No more than 8 students will be assigned to each topic area. The task for each group is to present facts on the nature of this problem (incidence, prevalence of this population) discuss current research, relevant policy initiatives, and evidence-based practice interventions to improve the outcomes for these specific children and families in the child welfare system. Each group will be responsible for submitting an annotated bibliography relevant to the topic as well as resources to help provide support for this population. The instructor will provide each group with the name of an expert in this topic to help facilitate your inquiry. Further instructions will
be posted on blackboard and students will select or be assigned to one of the focus areas early in the semester.

C. Group Effort

Group projects are based on the expectation of joint and equitable effort among the members. A collaborative group project assignment is required in this course. Students will self-select membership in small groups. The small group is responsible for completing (a) a portion of the research, (b) preparing for the class presentation, and (c) writing a portion of the class handout. Each member of the group is responsible for everything that the group as a whole produces. All group members will receive the same grade. If there are concerns about individual performance in the group, students should seek out the instructor early in the process. If there are significant barriers to an individual participating or contributing, the instructor reserves the right to reduce points, or in unusual circumstances to issue no credit to this member.

D. Class Participation & Attendance (0-5pts.)

Students are expected to attend and participate in all classes. Students who have good attendance may be eligible to earn participation points via reflections or other class activities.

VII. Grading

GRADING SCALE

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<thead>
<tr>
<th>LETTER GRADE</th>
<th>100 PERCENT</th>
<th>POINTS</th>
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<td>&gt;94</td>
<td>C</td>
<td>74-76</td>
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<tr>
<td>A-</td>
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<td>C-</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>B</td>
<td>84-86</td>
<td>&gt;83</td>
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<td>64-66</td>
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<td>B-</td>
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<td>C+</td>
<td>77-79</td>
<td>&gt;76</td>
<td>F</td>
<td>0-59</td>
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The letter grades for specific assignments and for the semester as a whole will follow the University formula. Pluses and minuses will be utilized.

Assignment of grades. Students will earn points according to the grade distribution for each assignment. Grades will be assigned according to the student's total points on all assignments. The letter grade on each assignment will be divided by the assigned percentage to determine how many points the student has earned. Total points from all assignments will be cumulated and grades will be assigned in the following manner. Grading will be stored in the Blackboard system.

As per the School of Social Work’s Undergraduate Grading guidelines:
- A or A- is reserved for student work that is judged to be outstanding. The work demonstrated excellent mastery of content and also shows that the student has (a) undertaken complex task, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in his/her approach to the assignments. The degree to which the student demonstrates these skills determines whether he/she receives and A or A-.
• A grade of B is given to work that is judged to be praiseworthy. This grade denotes that a student has demonstrated a sound understanding of the material being tested in the assignment, and has demonstrated a moderate level of complexity in his/her approach to the assignment. The degree to which a student demonstrated this complexity or creativity determines whether he/she receives a B+ or B-.

• A grade of C+ denotes a student’s grasp on the content and expectations of the assignment are more than satisfactory.

• A grade of C is given to the student work that meets the requirement of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the expectation of the course.

• A grade of C- denotes that a student’s performance was less than satisfactory on the assignment, reflecting a less-than-satisfactory grasp of content and/or expectations.

• A grade of D is given to work that is judged to be minimally passing. It reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. A grade of D- or F denotes a failure to meet minimum standards, reflecting serious deficiencies in a student’s performance on the assignment.

VIII. Class Policies


B. NASW Code of Ethics. The NASW Code of Ethics is an academic standard at SDSU School of Social Work. Students are expected to maintain a high standard of professionalism and to follow all the principles of the NASW Code of Ethics (Revised, 1996).

1. Confidentiality of Clients. Students must change all identifying information when discussing client situations with the whole class or in discussion groups. Please refer to the School of Social Work “Policy and Guidelines on Maintaining Client Confidentiality.”

2. Professional Boundaries. Professional communication involves interacting with others in an assertive, genuine way that respects the privacy of others and is considerate of their needs. Students should be careful to maintain appropriate boundaries and should monitor their level of self-disclosure in discussion groups and with the entire class. They should limit self-disclosure to information that can be appropriately and safely shared in an academic setting and should generally avoid self-disclosing information that is highly personal and sensitive.

3. Confidentiality of Colleagues/Limitations of Confidentiality. In general, students should respect the privacy of their classmates. They should keep confidential personal information that their classmates disclose (both in class and in meetings held outside the classroom or off campus). Nonetheless, students should be aware that information disclosed in classroom is subject to the same limitations as in social work practice (i.e., threats to harm self or others, evidence of child/elder abuse, child neglect, molestation, or criminal behavior).

4. Respect for Colleagues. Students are expected to respond to opinions expressed by others in the class professionally and respectfully. Everyone has an equal right to his or her own opinion. We do not have an obligation to agree with another’s opinion, even the professor’s, but we do have an obligation to respect the rights of others to hold their opinions and have them heard if they so desire. You do have
the right to disagree with the opinions of others, but you should do so in a sensitive, respectful, and meaningful manner.

C. **Late Papers/Missed Exam.** Late papers may be accepted on the instructor’s discretion and will incur a late penalty. If a student has a valid emergency, a student may be given the option of a makeup.

D. **Incomplete Grade:** Please refer to the undergraduate bulletin for policy.

E. **Off-campus Research.** This course requires students to participate in research or studies that include course work that may be performed off-campus (e.g., site visits to community agencies). Please review Warning, Waiver and Release of Liability Form.

F. **Retrieval of Assignments.** All written assignments may be retrieved from the course instructor at the end of each semester.
## VII. COURSE OUTLINE*

<table>
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<th>Section/Date</th>
<th>Topic of Discussion</th>
<th>Readings/Assignments</th>
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<td>Course Overview and Requirements</td>
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<tr>
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<td>Defining Child Maltreatment</td>
<td><strong>Course Reader:</strong>&lt;br&gt;• Crosson-Tower, Ch. 7, Protecting Children When Families Cannot Child Abuse and Neglect&lt;br&gt;• Haralambie, Physical, Sexual, and Emotional Abuse and Neglect</td>
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<td>September 6</td>
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<td>Perspectives for Understanding Abusive or Neglectful Parenting</td>
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<td>September 13</td>
<td>Family Dynamics</td>
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<td>Social and Economic Factors</td>
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<td>Risk and Resilience</td>
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<td>Session 4</td>
<td>Short and Long Term Effects</td>
<td><strong>Course Reader:</strong>&lt;br&gt;• Haralambie and Krapper, The Impact on Child Development&lt;br&gt;• Webb, Nancy Boyd, “Working with Traumatized Youth in Child Welfare,&lt;br&gt;• Perry, Bruce, Applying Principles of Neurodevelopment… and DVD</td>
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<td>September 20</td>
<td>The Impact of Child Maltreatment on Child Development</td>
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<td>Cameron, M., Elkins, J. and Guterman, N., <em>Assessment of Trauma...</em></td>
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<td><strong>The Child Welfare System and Response</strong></td>
<td><strong>Course Reader:</strong></td>
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<td>Reporting, Investigation, and Differential Response</td>
<td>- Reed and Karpilow, 3-34</td>
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<td>The Legal Context</td>
<td>- Reed and Karpilow, Figures: 2, 3, 4, 5, 6</td>
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<td>California Children in the System: Age, Race, and Ethnicity</td>
<td>- Crosson-Tower, Ch. 9, Court Services…</td>
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<td>- Handout on Fairness and Equity: Permanency and Child Well Being</td>
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<td><strong>Session 6</strong></td>
<td>Exam will cover material from session 1-5.</td>
<td><strong>EXAM #1</strong></td>
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<td>October 11</td>
<td>Engaging Families</td>
<td>- Hohman and Salsbury, Motivational Interviewing and Child Welfare</td>
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<td>Motivational Interviewing</td>
<td>- Fontes, Interviewing Immigrant Children and Families</td>
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<td>Family Centered Practices</td>
<td>- Best Practices, Reed and Karpilow, pp. 39-40</td>
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<td>Family to Family</td>
<td>- De Boer and Coady, Good helping relationships in child welfare: learning from stories of success</td>
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<td></td>
<td>Team Decision Making</td>
<td>- Greene and Armenta, The Resilience-Enhancing Model: Chapter 3 Phase I—Assessment; Chapter 4 Phase II—Practice Strategies</td>
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<td>Resilience Enhancing Model</td>
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<td>Evidence Based Practices</td>
<td><strong>Evidence Based Practices: The California Evidence Based Clearing House website:</strong> <a href="http://www.cebc.4cw.org">www.cebc.4cw.org</a></td>
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<td>The Incredible Years</td>
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Community and School-Based Services  
Equity and Disproportionality in the Child Welfare System: Hispanic Families | Berrick, Take Me Home, Ch. 1,2,3, 4  
Runyan, et. al, Children Who Prosper in Unfavorable Environments: The Relationship to Social Capital…  
Dettlaff and Rycraft, Adapting systems of care with immigrant Latino children and families  
Garcia, Antonio, Contextual pathways to Latino child welfare involvement: A theoretical model located in the intersections of place, culture, and socio-structural factors  
Guest Speakers:  
Antonio Garcia, Ph. D  
Guest Panel, Anthony Ceja, Gang Prevention Specialist, Office of Education |
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<td>Fong and Kropf, Child Welfare, Resilience, and Kinship Care</td>
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<td>Kinship Care</td>
<td><a href="http://supportingfatherinvolvement.org">supportingfatherinvolvement.org</a></td>
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<td>Maintaining Ties with Fathers</td>
<td>Take Home Exam DUE</td>
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**Bibliography and Websites**


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**Web Sites:**

- Annie E. Casey Foundation  
  http://www.aecf.org/
- Casey Family Services  
  http://www.casey.org/Home
- Child Welfare League of America  
  http://www.cwla.org/
- Children’s Defense Fund  
  http://www.childrensdefense.org
- National Center for Children in Poverty  
  http://www.nccp.org/
- National Clearinghouse for Alcohol and Drug Information (NCADI)  
  http://ncadi.samhsa.gov
- National Indian Child Welfare Association  
  http://www.nicwa.org

August 2010