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Sylvester Bowie, Ed.D., MSW Associate Professor Office Mariposa Hall 4008 Phone number: 916-278-7165 Class meets Thursday 6:30-9:15 PM Mendocino 3009	Office Hours: Tuesday, Wednesday and Thursday 5:15-6:15 PM Also by appointment. Meeting Location: Course: CHILD WELFARE SERVICES SW 153
Web address www.csus.edu/indiv/b/bowies/ Email: bowies@csus.edu	All assignments must be dropped off on SacCT using assignment drop box at the specified time.

The primary texts will be:

Crosson-Tower, Cynthia (2009). *Exploring Child Welfare: A Practice Perspective*, Boston: Allyn and Bacon.

Mather, Jannah H., Lager, Patricia A. & Harris Norma J. (2007). Child welfare: Policies and best practice Belmont, CA: Thompson / Brooks Cole.

Additional readings may be assigned by instructor.

COURSE DESCRIPTION:

This course is designed to provide students with an overview of child welfare services from an historical, theoretical and practice perspective. Services to children and their families are divided into:

- support services or those which enhance family life,
- supplemental services that help the struggling family to maintain or regain balance and
- Substitute services or those that provide for the child when the family cannot on either a temporary or permanent basis.

Each service is considered from the point of view of:

- etiology,
- rationale of the services,
- the provision of the services,
- how the consumer views the service and
- The trend that may affect the future provision of the service.
- Services are also discussed in the light of their provision to a variety of diverse populations.



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Course Objectives

At the end of the course students should be able to:

- 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)
- Discuss the history of the provision of services for children and their families in the United States
- 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
- Demonstrate an understanding of how such social issues as poverty, violence, drug abuse and homelessness impact children and their families and
- explain what each means to children and families
- Give a brief overview of such services as day care, services in schools, counseling, court services, protective services, services to teen parents, foster care, adoption and residential services
- Discuss the impact of children's services on those they serve
- Speculate knowledgeably on the trends in and future of services to children and families given the current societal attitudes and political climate
- Explain the role of the child welfare worker in various types of services for children and families.

Services will also be discussed in the light of their provision to a variety of diverse populations.

This course will be placed on WebCT for ongoing discussions, updates, posting of scores and grades, questions, placing of articles and notes, as well as any other information related to the course. Each student must activate his/her SacLink account to access the site.

The course id is [SWRK153_SB](#).

To access this course, go to the web page, <http://online.csus.edu>. Click on the link, "Login my WebCT". In the WebCT ID box enter your SacLink password in the Password box.

Plagiarism

Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. When the source is not noted, the following would constitute plagiarism:

1. Word-for-word copying.



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2. The mosaic (to intersperse a few words of one's own here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another's work, yet still using the fundamental idea or theory).
4. Fabrication (inventing or counterfeiting sources).
5. Ghost-written material (submitting another's effort as one's own).

It is also plagiarism to neglect quotation marks on material that is otherwise acknowledged. Plagiarism and acts associated with it are cause for disciplinary and/or legal action.

If it is determined that a student has plagiarized the work of another, it can result in the student being suspended or expelled from the University, depending on the circumstances. .

(<http://www.csus.edu/admbus/umannual/UMP14150.htm>) In this course a grade of {F} can be expected by students who plagiarize

Disability

ADA Provisions:

Students with learning disability or who have circumstances that might interfere with their ability to complete class assignments in a timely manner, must make an appointment and discuss this with the instructor. Students with documented learning disability can get special accommodation for course materials, testing facilities, and equipment. . It is important to discuss such situation with the instructor at the earliest opportunity.

The student is responsible for making arrangements for accommodations and support services with the Specialist and the instructor in a timely manner. Use of reader, tutor, or notetaker requires certain office procedures that the student must complete before these support services can start.

If you believe you will need accommodations please contact Services to Students with Disabilities (SSWD).

Phone: (916) 278-6955 (Voice)

(916) 278-7239 (TDD only)

Fax: (916) 278-7825

E-mail Address: sswd@csus.edu



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Method of Instruction

The primary methods of instruction will be lecturers, class discussion, exercises, audio/video aids, and class presentations. Additionally, guest speakers with practice experience in the topics under consideration will be used to enhance the class material. Student's comments, experience, and insight will be welcome and encouraged.

REQUIED TEXTBOOKS AND OTHER READINGS:

All opinions are valid in this class even if they are unpopular. All students will be heard unless someone is using slurs that demean others racial, ethnic, or sexual orientation.

Mather, Jannah H., Lager, Patricia A. & Harris Norma J. (2007). Child welfare: Policies and best practice Belmont, CA: Thompson / Brooks Cole.

Crosson-Tower, C. (2009). Exploring child welfare: A practice perspective (Fifth ed.). Boston, MA: Allyn & Bacon.

Class Requirements and Grading:

- a. Assignments are to be completed and handed in on time, barring serious unforeseen circumstances. If such circumstances do arise, please notify the instructor as soon as reasonably possible. Late assignments may be turned in under such circumstances, but will have 2 points deducted for each day it is late.
- b. All papers should be typed. Papers will be double spaced and properly referenced. The Publication Manual of the American Psychological Association (APA) is the accepted format to use for referencing. Failure to properly reference can be considered plagiarism.
- c. Plagiarism can result in automatic dismissal from the course.
- d. Midterm and final assignments are each weighed at 20 & 40 % respectively. For both the midterm and the final students might be required to do some writing requiring critical examination of the materials covered over the designated period. Attendance & Participation, mid-term and final



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account for 80% of the class grade. The final 20% of class grade will come from scheduled quizzes (all quizzes will be based on reading from texts).

- e. Extra credits may be earned, valued at 10 points for each extra credit assignment (all extra credit opportunity will be based on the student analyzing and making judgments about issues affecting families and children). There will be five (5) opportunities to earn extra credits. These opportunities will be announced in class and will be solely at the discretion of the instructor.
- f. Each student will need his/her sac-link account activated in order to access the SacCT where assignments, articles, links, and other class related activities will be conducted.

Class Assignments:

In addition to the assigned reading, the following assignments are expected by the dates specified.

- 1) Agency visit and observation (**Due week 4- September 24, 2009**) See assignments for instructions.
- 2) Family Service Paper: (**Due week 6- October 8, 2009**). See assignments for instructions.

Test & Quizzes: there will be five scheduled quizzes and a final test. All quizzes and test will be based on the reading, class discussion, guest speakers, video, and any other resource material presented. The primary texts are “Exploring Child Welfare” and “Child welfare: Policies and best practice” at the end of each chapter there is a summary and some exploration questions. An effective way to study is to answer the questions upon completion of the chapter.

Short quizzes will be given on the following class sessions: 3, 5, 8, 12, & 14 (September 17, October 1, & 22, November 19 & December 10). The quizzes will all be based on the assigned readings.



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Item	Points	Percentage
Attendance & participation	70 (scores from assignments 1 & 2 will be added to this section) + 30=100	20
Mid-term (week 10- 11/05)	100	20
Final (week 15- 12/17)	200	40
Scheduled quizzes	100 (5 times @ 20 points each)	20
Up to 5 extra credit opportunities	50 (10 points each)	10 (extra credit opportunity)
	Maximum points 550	110 %
A = 460-500 A- = 446-459 B+ = 426-445 B = 406-425 B- = 390-405 C+ = 370-389 C = 350-369 C- = 340-349 D+ = 320-339 F = 319 (and below)	320 or less constitutes a fail.	

Assignments: (see section marked assignments below for explanations)

- I.** Assignment # 1 (**Agency visit and observation**) is due at the beginning of the 4th class session (September 24, 2009) **15 points from the class participation section**
- II.** Assignment # 2 (**Family service paper**) is due at the beginning of the 6th class session (October 8, 2009) **15 points from the class participation section**
- III.** Assignment # 3 (**Midterm** value 100 points) Mid-term session 10th (**November 5, 2009**)
- IV.** Assignment # 4 in class final (value 200 points) will be done on the scheduled finals date **on December 17, 2009 at 6:00 - 8:00 PM.** 50 multiple choices & true false, short answer questions (4 points each)



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ASSIGNMENTS & SCHEDULE OF ACTIVITIES

1. Visiting public service agency:

ASSIGNMENTS

Visiting public service agency: (The maximum of 15 points) this should be between 2-4 pages

Each student will visit a public or private social service agency and observe the happenings/transactions for 60-90 minutes. If possible, try and avoid asking questions or sharing with anyone your purpose for being there, just observe and record your observations. The write up of your observation is due at the beginning of the fourth class session on September 25, 2009 (Be prepared to talk about your agency visit experience with the class).

Please use sub-headings to help with clarity

You will write in narrative form your experience and your reaction. You are expected to demonstrate your use of observational skills as well as your ability to make assessments based on such observations.

- What were your expectations going in? what influenced your expectations? It is not sufficient to say you had no expectation. If you are walking in a social services agency you should have some expectation
- What surprised you and why?
- Based on the type of service offered what changes would you propose to the managers for improving the agency's efficiency?

In your write up you should include:

- What type of agency was it?
- Nature of service (s) offered and
- Population you saw as you observed (both servers and recipients)
- What made you choose this agency?
- Please add any information you think would be pertinent to your observation

Please do not use your paper to say only what transpired, but show that you are able to make observation and formulate opinions and make arguments based on those positions. Use words and phrases that will enhance your arguments and ensure that you avoid emotive, inflammatory or reach conclusions that are unsupported by the things you observed.



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Family service paper: (The maximum of 15 points)

Think about your childhood from birth to age eighteen:

- What child welfare needs did you or your immediate family have?
- For example did you or any of your siblings have a disability?
- If yes how did this affect the family?
- Where your parent(s) divorce? Or were they ever married?
- If yes how did this affect you?
- Did you or your siblings have difficulty in school?
- If yes, what effect did this have on the family relationship?
- Was there any time growing up that you or your siblings cause problems for the family?
- Did you have “family role” (e.g. scapegoat, rescuer, enabler, etc.)
- Were you valued in your family (Were your opinions welcome, did you feel that you were treated as a person with contribution to make to the family?)

Any or all of these issues may have necessitated family adjustment and /or services.

Outline these issues and consider:

- What were the issues?
- Did you receive services for them?
- If yes what were the services?
- If no, why did your family choose not to do so? (Were there services available?)
- Did your family feel that they could manage without support?)
- What was the outcome of receiving or not receiving services?
- Where there any cultural biases involved?
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Note to student: this may be a difficult paper to do if your family issues are still painful. However if you have interest in pursuing a career in child welfare services or any helping profession (teaching, nursing, probation officer, police officer) your own childhood issues will surface from time to time as you help others. It is therefore important to consider them while you are in training for the field.

The content of this paper will be kept confidential and is between you and your professor and the paper will be returned directly to you. On the other hand you might have had an ideal childhood with no issues at all. Whatever your circumstances discuss it in your paper.

In completing the paper please feel free to talk with parents, siblings, or other relatives for their perspectives. The purpose of the exercise is to help you recognize that most families have needs and that as a professional you must be able to recognize barriers and help families negotiate to get the desired or required help.



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Mid Term Test— 100 Points —Weeks 10 November 5th (there will be 35 multiple choice and true false questions each valued 2 point for a total of 70 points and 5 short answer questions each valued 6 points for a total of 30 points). The midterm will be based on the readings from weeks 5-9 October 1 through October 29, 2009

Final— the final will be based on the readings from weeks 10-14 and will be in class (it could possibly be done on the internet as part of WebCT) exam and will be worth 200 Points — Both the Midterm and final assignments will be discussed at least 2 weeks before schedule dates.

Wk	Date	Topic	Reading	Miscellaneous
1	9/04/07	Introduction and course overview- the way we view children then and now What is the family, and what roles does it play in the lives of children?	Exploring C/Welfare pg. 1-61(chapters 1-2) C/Welfare policy 1-31	For this first class please come with a working definition of “family” and be prepared to discuss it
2	9/11/07	Poverty & the child welfare services.	Exploring C/Welfare pg. 63-85 C/Welfare policy 32-50	
3	9/18/07	Social issues impacting children today	C/Welfare Exploring 87-118 C/Welfare policy 51-68	Quiz # 1 will be given. Video presentation
*4	9/25/07	What services are needed for the developing child? A look at day care and school-based services.	Exploring C/Welfare pg. 121-146 C/Welfare policy 107-138	* agency visit paper due at the beginning of class
5	10/01/07	Counseling: do families and children benefit?	Exploring C/Welfare pg.148-180	Quiz # 2 will be given. 10 multiple choice questions each valued 2 points.
*6	10/08/07	What is meant by family preservation? If family preservation or child placement in the child’s best interest?	Exploring C/Welfare pg.224-245 C/Welfare A Unifying 9-68	* Family Service Paper Due at the Beginning of Class
7	10/15/07	Who protects children when families cannot?	Exploring C/Welfare pg.181-222 C/Welfare policy 89-169	
8	10/22/07	What role do courts play in the lives of children?	Exploring C/Welfare pg.247-268	Quiz # 3 will be given. 5 multiple choice questions each valued
9	10/29/07	Teen parents: what help can we give them?	Exploring C/Welfare pg. 269-300 C/Welfare policy 221-246	



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10	11/05/07	Mid term 6:30-7:30 What is family foster care and how does it work?	Exploring C/Welfare pg. 304-336 C/Welfare policy 58-63 & 247-264	Mid term Class starts at 7:30
11	11/12/07	Adoptions how does it benefit children?	Exploring C/Welfare 338-380 C/Welfare policy 63-68, & 247-263	
12	11/19/07	When do children need residential services?	Exploring C/Welfare pg.383-422 C/Welfare policy 263-264	Guest for foster care Quiz # 4 will be given. 10 multiple choice questions each valued 2 points
13	11/26/07	Thanksgiving	Thanksgiving	Thanksgiving
13	12/03/07	The future & Leadership	Exploring C/Welfare pg.424-434 C/Welfare policy 285-306	
14	12/10/07	Review & closure	Exploring C/Welfare chapters 11-14 C/Welfare policy chap 3, 11, 13 4, 6-7 & 12	Review of the material presented during the semester and material to be covered for the final exam Quiz # 5 will be given.
15	12/17/07	Final		Final 6:00 – 8:00 PM.

- 1) All assignments are required to be turned in on time.
- 2) If the instructor decides to accept late assignments, late assignments will have 5 points deducted for each day the assignment is late.
- 3) I have provided clear guidelines for each assignment and suggest that you follow them closely.
- 4) I am happy to discuss and answer questions about any assignment.
- 5) You will receive clear feedback on each assignment so that you will know both the strengths of your work as well as the ways in which your work can be improved.
- 6) Students are reminded to **retain a duplicate copy** of all their written assignments prior to submitting them for grading in the event of accidental loss or destruction.
- 7) All assignments will be submitted through the assignment drop box on SacCt (formerly WebCt). Additionally, all quizzes will be done on SacTC before the start of class on the date assigned.