COURSE DESCRIPTION:
This is a specialized course designed to integrate specific practice areas in child welfare. The concepts and skills learned in this MSW program, in classes such as Advanced Practice (204C), Advanced Policy (251), and Advanced Child Welfare Planning and Administration (258) are to be used as the foundation for application of the specific skills, knowledge, and attitude them to the specific client populations within public child welfare agencies. This course, aims to help prepare students for professional practice in public child welfare agencies. In addition to PCW practice, students will be able to apply the knowledge, skills and attitude to any social work practice situation. This course will explore ways compare “best practice standards” for use in formulating a child welfare practice model derived from the values, ethics, and knowledge base of the social work profession. The course will examine models in use by various PCW jurisdictions for making family assessment decisions for children and families within those systems. The models to be examined will include;

A. California Structured Decision Making
B. Family Group Decision Making
C. Team Decision Making

COURSE OBJECTIVES:
By the end of the course students will be able to:

- Demonstrate knowledge of various “best practice standards” for child welfare practice.
- Understand the significance for applying social work values, skills, and knowledge in child welfare practice.
- Become knowledgeable about the relationship between social work theory and child welfare practice.
- Demonstrate an ability to apply an empowerment practice perspective in child welfare casework.
- Demonstrate an ability to apply the ecological, person in environment, and strengths practice perspective in child welfare casework.
- Demonstrate sensitivity to clients regardless of racial, ethnic and/or national origin.
- Demonstrate an ability to apply relationship-building skills for engaging clients.
- Demonstrate an ability to integrate a strength perspective in assessing risk to child and family.

COURSE OBJECTIVES (CONT'D):
- Demonstrate an ability to integrate a solution-focused perspective to assessment and case planning.
- Understand and demonstrate an ability to implement multi-systemic interventions in child welfare practice.
- Demonstrate a capacity to recognize and accurately identify the physical, emotional, and behavioral indicators of child abuse, child sexual abuse, and neglect.
- Demonstrate capacity to recognize signs and symptoms of substance abuse in children and adults
- Assess the impact of substance abuse on families and children, and implement interventions.
- Demonstrate an ability to utilize advanced forensic interviewing skills including reframing, focusing, redirecting, confrontation, interpretation, and use of silence.
- Demonstrate a working knowledge of the different risk assessment tools as discussed in the course.

TOPICAL AREAS:
This course will present information on the following topics:

- Values and attitude in social work practice
- Overview of the current child welfare system and historical antecedents
- Child Welfare System Improvement Plan (Comprehensive Redesign Efforts)
- Basic social work practice
- Cultural factors in Public Child Welfare System
- Child welfare practice protocols, interventions, and casework strategies
- Differential Response
- Team Decision Making
- Dynamics and indicators of child physical and sexual abuse, emotional maltreatment, and neglect
- Current trends in child welfare practice, services, and reform
- Structured Decision Making (risk & safety assessment in child welfare practice)
- Family group decision making
- Solution-focused case investigation and forensic interviewing techniques
- Case management and case planning strategies
- Shared Leadership
- Permanency and concurrent planning
- Family preservation and family-centered services
- Multicultural and gender issues

**CalSWEC CORE COMPETENCIES**

Another objective of this course is to ensure that the Child Welfare Title IV-E students have acquired the specific curriculum competencies as required by the California Social Work Education Center (CalSWEC). Specific CalSWEC competencies related to this course include:

**Section I-Ethnic Sensitive and Multicultural Practice:** 1.1, 1.2, 1.3, 1.4, and 1.5.
**Section II-Core Child Welfare Skills:** meets all competencies in this section.
**Section III-Human Behavior and the Social Environment:** 3.1, 3.2, 3.3, 3.4, and 3.5.
**Section IV- Workplace Management:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 4.9, and 4.10.
**Section V- Culturally Competent Child Welfare Practice:** 5.1, 5.2, 5.3, and 5.4.
**Section VI-Advance Child Welfare Practice:** 6.1, 6.2, 6.3, 6.4, 6.5, and 6.6
**Section VII-Human Behavior and the Child Welfare Environment:** 7.1, 7.2, 7.3, 7.4, 7.5, and 7.6.
**Section VI-Child Welfare Policy, Planning, and Administration:** 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, and 8.9

**REQUIRED TEXTBOOKS**


<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>Grade Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Presentation of Readings</td>
<td>150</td>
<td>25%</td>
</tr>
<tr>
<td>Learning Journal</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Final Group Assignment</td>
<td>200</td>
<td>45%</td>
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<tr>
<td>Letter Grade</td>
<td>Maximum Points - 500</td>
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</tr>
<tr>
<td>A</td>
<td>476-500 (exceptional quality)</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>450-475 (exceptional quality)</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>424-449 (professional quality)</td>
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<tr>
<td>B</td>
<td>398-423 (average quality)</td>
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<tr>
<td>C+</td>
<td>375-397 (marginal work)</td>
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<tr>
<td>C</td>
<td>350-374 (poor quality)</td>
<td></td>
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<tr>
<td>D</td>
<td>300-349</td>
<td></td>
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<tr>
<td>F</td>
<td>299 and below</td>
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**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.

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/umanual/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 note taker 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
Course Assignments:

I. Class Attendance & Participation is required. This is a 5-session weekend class. Each session equates to 3 weeks of a regular semester class session and therefore will account for 20% of the course grade. If a student misses more than 1 session, then it will severely affect the overall grade even in circumstances that are beyond the student’s control. You must be in class and actively participate to pass the class. Your participation will be graded on the basis of clarity, content and context. Clarity refers to whether your comments are clear, coherent and comprehensible. Are you making yourself understood? Content refers to the substance of your remarks. Are your comments thoughtful, well-informed and to the point? Context refers to how well you integrate your comments with issues pertinent to the course or to ongoing class discussion. Are you relating discussions to issues raised in the readings?

Class discussions may come more easily for some people than for others. If you are a “talker,” learn to give enough space for others to speak. If you are a “listener,” try to participate more in discussions even if this means asking questions. Intelligent questioning is just as important as thoughtful commenting! 😊

II. Individual Presentation of Readings will account for 25% of your grade.
Objective: Through the assigned reading for each session, students will have the opportunity to gain an in-depth knowledge of important aspects of basic social work practice and diverse arenas of improving outcomes for public child welfare agencies.

Description: An Individual Presentation of assigned readings consists of the designated student initiation discussion of a particular reading in the assigned textbook by presenting a 20-minute summary of the chapter-including your own thoughts concerning the usefulness and application of the covered material. You may utilize a transfer of learning activity for group participation and feedback. This presentation is an individual, not a group presentation and should be well thought out and carefully prepared. The use of visual aids, e.g. PowerPoint, overheads, and poster board display is strongly encouraged.

An outline of the presentation is to be submitted to the instructor at the beginning of the class session that the presentation is scheduled.
Note: A sign-up sheet will be circulated at the first class meeting for each student to indicate their choices of chapters to present. It is imperative that all participants at least skim in advance all chapters in the textbooks.

III. The Learning Journal will account for 10% of your grade. You will keep a journal in which you record what you are learning in your 2nd-year field placement. Comment on your agency’s strengths and limitations to provide culturally competent practices and its effects on services for children and families. Cite examples of your own ability to engage families from a strength-based “person in environment” perspective for the development of needed resources that families may benefit from to meet their goals. Finally, identify any structural barriers (e.g. policies, procedures, regulatory, legislative and/or judicial process, etc.) that may constrain this approach. To receive full credit, you must submit 10 journal entries. All journal entries must be typed (single or double spaced). No hand written journals will be accepted.

IV. Final Group Assignment: will account for 45% of your grade. The purpose of this assignment is to understand how leaders/managers use the collaborative process for the purpose of planning, formulating policy, and implementing services. Students may be placed in groups according to their field placement program assignment in CPS. Student groups will identify the major components of the CWS Redesign and how it impacts CPS caseworkers. Then the groups will develop a PDSA (Plan-Do-Study-Act) activity that involves a change in practice to improve outcomes for children and families. Utilize a real case from your CPS caseload that demonstrates the significant changes and differences the CWS Redesign will have on the child, family, community and caseworker. Include in the presentations an interactive “road map” depicting how a family will be navigated along the continuum of the redesign from the front end (or current service component) to the back end (or point of exit) of the system.

Hint: Students are encouraged to research the current PDSA’s (small scale testing) that are currently being implemented or previously tested in their agency to successfully complete this assignment. Creativity is strongly encouraged!
MONTHLY CLASS OUTLINE (Reading assignments listed in this syllabus may be subject to change)

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Miscellaneous</th>
</tr>
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<tr>
<td>4</td>
<td>11/19/06</td>
<td><strong>Group 3 Presentation of Readings</strong> Working w/Foster Parent Parents Presentation - AM Kinship Care in California Child Sexual Abuse: Assessment and Intervention (MDIC personnel) Cultural factors in PCW practices Overview of Strengths Perspectives ICWA &amp; MEPA</td>
<td>Field guide to CW V. IV pp. 809-880 Helping in CPS P. 346-366 CW V.I pp. 149-219 Field guide to CW V. II P. 413-437, Helping in CPS p. 456-465</td>
<td>Guest resource people Activities Lecture Guest lecturer</td>
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<tr>
<td>5</td>
<td>12/10/06</td>
<td><strong>Final Group Presentations</strong> Community Resources for the Homeless Population Presentation – PM Departing expressions</td>
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<td>Guest resource people Class participation Video</td>
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