Course Description
This course examines those past and current socioeconomic, ideological, and political issues impacting the formulation of child welfare policies resulting in today’s child welfare system. This course examines the historical and philosophical antecedents of the child welfare system and the impact that public policy has upon service delivery to children and families. This course will focus upon analyzing selected federal, state, and local policies specifically relevant to the continuum of child welfare practice and services. Moreover this course will analyze the organizational structure of public child welfare agencies while focusing on the leadership roles of social workers, managers, and administrators to influence policy formulation and implementation and, to develop progressive child welfare reform measures and recommendations.

Course Objectives
By the end of the course students will be able to:
1. Identify the socioeconomic, ideological, and political issues impacting child welfare;
2. Understand the historical role of social work in the development of child welfare programs;
3. Demonstrate familiarity with specific federal, state, and local public policies, laws, and court decisions that affect child welfare practice and service delivery;
4. Understand management and leadership roles in child welfare;
5. Demonstrate knowledge of child welfare funding streams for public child welfare agencies and their implications for agency policy objectives and service delivery objectives;
6. Identify how the legislative process impacts agency policies, procedures, and programs;
7. Demonstrate ability to use advocacy skills at the macro level to enhance service delivery;
8. Demonstrate ability to engage in policy development as a change agent.

Title IVE Competencies:
This course meets the requirements of Sections V and VI of the curriculum competencies as stated by the California Social Work Education Center. These competencies include:

Section V: Workplace Management:
- Student effectively negotiates with supervisor and professional colleagues, systems, and community resources to further accomplish professional, client, and agency goals (5.1);
• Student is able to identify the strengths and weaknesses of the organization in which he or she works (5.4);

• Student is able to identify the strengths and weaknesses of the organization’s approach to cultural diversity and the development of cultural competence (5.5);

• Student can effectively use advocacy skills in the organization to enhance service delivery (5.6);

• Student seeks both client and organizational feedback in practice evaluation and in improving effectiveness of service delivery (5.7);

• Student demonstrates a working knowledge of the relationship process of accessing community resources available to families and children; utilizes them appropriately and updates as necessary (5.8);

• Student can develop a strategy to identify new agency and community resources to meet client needs (5.9);

• Student is familiar with a range of collaborative models (5.10);

• Student is aware of organizational policies about workplace safety and is able to develop skills at identifying and solving potentially dangerous situations on the job (5.10.1).

VI - Child Welfare Policy, Planning, and Administration:

• The student demonstrates an understanding of the roles and responsibilities of a leader/manager in public child welfare (6.1);

• Student demonstrates knowledge of specific laws, policies, court decisions (6.2), and regulations essential to child welfare services (6.3);

• Student understands how a leader facilitates effective teamwork for the purpose of planning, formulating policy, and implementing service (6.4);

• Student understands how to use information technology to evaluate practice and program effectiveness (6.5);

• Student can demonstrate knowledge of how organizational structure and climate impact service delivery, worker productivity and morale and how students can contribute to improvements (6.6);

• Student can demonstrate knowledge of public child welfare funding streams for public child welfare agencies and their implications for agency policy objectives and service delivery priorities (6.7);

• Student can identify how the legislative process impacts agency policies, procedures, and programs (6.8);
• Student can demonstrate knowledge of contracting for services in public child welfare and understands how these services can be evaluated (6.9);

• Student understands the purpose of evaluation and the use of evaluation to achieve accountability at every level of the organization (6.10);

• Student understands the leader’s responsibility to plan and develop systems that address the diversity of staff, children, families in public child welfare (6.11);

• Student understands the decision-making processes in public child welfare practice require ethical reasoning that is informed by professional standards (6.12);

• Student understands how managers create opportunities for collaboration with other work units, related agencies, regulatory bodies, courts, and law enforcement (6.13).

Required Readings:

Course Requirements
You are expected to attend class, and come prepared to discuss the readings and to participate in the class. All students are encouraged to take an active role as possible, to add to the list of topics, films or guest speakers, to contribute insights, resources and experiences. In general, the goal is to learn together and encourage self-motivation. Additional expectations are:

1. Active participation in class (50 points). This will be based on general class participation (25 points) and on providing insightful and thought provoking questions and leading the class discussion on the assigned readings (25 points). For each class meeting selected students will be responsible for providing two questions apiece on the assigned readings, for small group discussions. You must email (cooperlb@csus.edu) your questions to me one week prior to the
due date. Include the questions in the body of the email, NOT as an attachment. Turn in a hard copy of the questions you wrote on the day you lead the class discussion. This will be discussed further in class.

2. **Take one social action to protect children** (attend a rally or demonstration, write a letter to the editor, Congressperson, etc.) *(25 points)* Turn in a brief (one to two pages) description of the action that you have taken. Explain why you selected it and what you hope to accomplish with this action. If you write a letter, turn in a copy of the letter along with your explanation. **Due on December 10, 2006.**

3. **Programmatic Review and Recommendations (200 points):** Class will be divided into groups and asked to review the implementation of a child welfare program with which you are familiar. Areas delineated in the review should be as follows:
   - Enabling legislation for the development of the program;
   - Population targeted for the program;
   - Administrative and implementation rules which govern the program;
   - The funding streams for the program;
   - The intended and actual outcomes of the program were;
   - The strengths and limitations of the program in terms of the original intent through the actual implementation, and experience of the workers and clients in the program.
   - As part of the review, note the data and data collection methods used by the program to measure success or failure.
   - After the program review make recommendations as to how the program can better meet its stated objectives. These should include:
     - Whether the original enabling legislation was realistic;
     - Whether the program design could have been altered to better serve the intended population;
     - How the administrative rules could have been changed to encourage success;
     - A proposal for the use of funding and rules toward a particular program design that you feel would be successful for the intended population.

   For this assignment you will need to review literature related to the specific program, similar programs in other states, and scholarly works, which could support the arguments, made in the original program design and the revised one. An appendix of supporting documentation should be placed at the end of the document. It is expected that the document will follow APA 5th edition standards.

A table of contents should accompany the document indicating the author of each of the subsections. You will have time in class to work on this assignment.

**Each group will present its findings at the last class meeting, December 9, 2006 when the final written document is turned in.**

4. **Two Response Papers** (100 points apiece) Write these papers as a review of the literature, identifying the key points of the readings assigned up to and including the due date. Include a discussion of the relevance of the information to
your social work practice. Simply writing individually about each of the articles is neither creative nor indicative of graduate level work. Each paper should be no more than five to seven typed pages. The first paper is due: October 28, 2006; the second paper is due at the last class meeting, December 9, 2006. This assignment will be discussed in class.

All written assignments must be typed, double-space, using a 12 point font. Always keep a copy of the papers you turn in. Use the APA format for all papers. All assignments must be typed (double-spaced and 12 point font) and turned in on time. A paper can be revised and resubmitted for an improved grade with permission of the instructor as long as the original paper was not late. You must meet with me to discuss rewriting a paper. When submitting a rewritten paper, include the original paper. Any assignment turned in late will automatically lose 25 points.

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

Arriving late or leaving class early is unacceptable.

Final Class Grade will be based on:
Active participation in class, 25 points; discussion questions for the readings, 25 points; social action, 25 points; programmatic review and recommendations, 200 points; response papers, 100 points apiece. Total points = 475 points

475 to 427= A, A- (Superior/Outstanding Work)
426 to 380= B+, B, B- (Good Work)
379 to 332= C+, C, C- (Acceptable Work)
Less than 174= Failure (Unacceptable Work)
COURSE OUTLINE

Class #1     September 9     Policy formulation and analysis framework.
Reading:

Video:     Influencing State Policy
   Failure to Protect: The Taking of Logan Carr (60 minutes)
   Failure to Protect: The Caseworker Files (120 minutes)

Class #2     October 7     The CWS; legislation; policies and regulations
Reading:

In Reader:

Guest Speakers:     Dr. S. Bowie, Assistant Professor of Social Work
                     Director Title IVE Program, CSUS
                     Greg Rose, Chief, Office of Child Abuse Prevention
                     Acting Assistant Deputy Director
                     California Department of Social Services

Web Exercise: Federal Legislation
http://childwelfare.gov/pubs/otherpubs/majorfedlegis.cfm
http://pca-ca.org/legislation
http://www.dss.cahwnet.gov/cdssweb/PolicyandP_2316.htm
http://www.dss.cahwnet.gov/ord/CDSSManual_240.htm

Case Study:  The Sanchez Family

Class #3  October 28  Policy, Planning, Administration
In Reader:

Guest Speakers:

**Karrie Biehle, MSW**
Program Planner
Redesign Implementation Team

**Karen Parker, MSW**
Program Planner
Redesign Implementation Team

Child Welfare: Reaching Families through Strength-Based Practice (DR and TDM/F2F)

Guest Speaker:  ICWA

Case Study:  Preventing Child Abuse: The Challenge for the State Department of Social Services A (In Reader)

Class #4  November 18  Policy, Planning, Administration
In Reader:


**Case Studies:**
1. Improving Services to Missouri’s Children and Reforming the System (In Reader)
2. Improving Children and Family Services in Iowa (In Reader)
3. Sanchez Family

**Guest Speaker:** CPS Supervisor

**Class #5 December 10 Supervision, Lobbying, Advocacy**

**Reading:**

**In Reader:**

**Case Study:** Seattle Day Nursery: Filling the Needs of Children at Risk (In Reader)

**Video:** Unquiet Death of Eli Creekmore

**Presentations of Program Reviews.**

**RELEVANT WEBSITES**

http://www.childwelfare.com (good centralized source for listing of University research units, think tanks, journals, federal & state data sources)

http://www.calib.com (National Clearinghouse on Child Abuse & Neglect Information)

http://guthrie.hunter.cuny.edu/socwork/nrcfcpp/information (National Resource Center for Foster Care and Permanency Planning)

http://www.abanet.org/family (Family law section of the American Bar Association)

http://mchpolicy.org (Maternal & Child Health)

http://www.mchb.hrsa.gov/ (Maternal & Child Health Bureau)
http://www.ask.hrsa.gov (Health Resource and Services Administration Information Center)
http://www.childadvocacy.org (Voices for America’s Children)
http://www.socialwelfareactionalliance.org (Social Welfare Action Alliance)
http://www.childrensdefense.org (Children’s Defense Fund)
http://www.childrennow.org (Children Now)