

PLNU <i>forward</i>	Sociology and Social Work SWK 340 Child Welfare 3 Units
Fall 2017	

Meeting days: T_Th	Colleen Jensen Cook, ACSW, MSW
Meeting times: 11:00-12:15pm	Phone: 619-849-2287
Meeting location: Rohr #111	E-mail: ccook1@pointloma.edu
Additional info:	Office location and hours: Rohr Hall
Final Exam: December 14, 2017 10am-1:30pm	Additional hours by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University (PLNU) exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Student Outcome

To Learn ~ To Grow ~ To Serve

It is the desire of the social work program to support students in their life journey to learn, grow, and to serve. To this end, the Department of Sociology and Social Work has established Departmental and Program Mission Statements, as follows:

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]

COURSE DESCRIPTION – SWK 340

Child Welfare (CW) is an upper division class aimed at helping you understand and analyze the concept of “child welfare” from the perspective of: the Bible, a holistic view, and social systems theory. The components of healthy welfare for children from pregnancy to age 18 (and beyond to age 21) will be addressed. Students will learn about how modern day CW agencies and professionals have been a result of social work advocacy, legislation, and infrastructure that have been developed over the last two centuries. The class will address when difficulties arise for healthy CW, with a special emphasis on children of divorce, single-parent families, HIV and drug-exposed children, children of minorities, and children of poverty. You will learn: 1) the function of the family for children, 2) what micro, mezzo and macro influences cause and/or correlate to child maltreatment, 3) the need for preventive, supportive and protective CW services that allow children to remain safely at home, in foster care, with adoptive families, and/or in juvenile hall, 4) and the role of the social work profession and how it collaborates with other CW professions. Class lectures, discussion, and assignments will be based on the following Council of Social Work Education’s (CSWE) educational standards and how they pertain to CW best practices.

COURSE LEARNING OUTCOMES

By the end of the course, you should be able to know about and perform the following tasks as an entry level CW worker, which are taken from the CSWE competencies:

- **Competency 1: Demonstrate Ethical and Professional Behavior**
 - Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context
 - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
 - Demonstrate professional demeanor in behavior, appearance; and oral, written, and electronic communication
 - Use technology ethically and appropriately to facilitate practice outcomes

- Use supervision and consultation to guide professional judgment and behavior
- **Competency 2: Engage Diversity and Difference in Practice**
 - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
 - Present themselves as learners and engage clients and constituencies as experts of their own experiences
 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies
- **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
 - Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - Engage in practices that advance social, economic, and environmental justice
- **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**
 - Use practice experience and theory to inform scientific inquiry and research
 - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
 - Use and translate research evidence to inform and improve practice, policy, and service delivery
- **Competency 5: Engage in Policy Practice**
 - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
 - Assess how social welfare and economic policies impact the delivery of and access to social services
 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
- **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
- **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
 - Collect/organize data and apply critical thinking to interpret information from clients and constituencies
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
 - Develop mutually-agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client and constituencies

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
- **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
 - Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
 - Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes
 - Negotiate, mediate, and advocate with an on behalf of diverse clients and constituencies
 - Facilitate effective transitions and endings that advance mutually agreed-on goals
- **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
 - Select and use appropriate methods for evaluation of outcomes
 - Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
 - Critically analyze, monitor, and evaluate intervention and program processes and outcomes
 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
- **PLNU 10: Practice Competency for Integration of Faith and Professionalism.**
 - Critically assess the relationship between Christian faith and public policy.

IDEA Course Objectives:

At the end of the semester, you will evaluate the course based on the following IDEA objectives. These should measure that you have gained more experience with learning/developing/applying CW:

- Fundamental principles, generalizations, or theories
- Course material (to improve thinking, problem solving, and decisions)
- Specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Skills in how to find and use resources for answering questions or solving problems
- Understanding of, and commitment to, personal values
- Skills in expressing oneself orally or in writing

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
	<p>Analytic Memos (AM)</p> <p>Competencies 1, 3, 5, 6, 8, 9</p>	
	<p>Integrate the reading with the CSWE competencies:</p> <ol style="list-style-type: none"> 1. Before each reading assignment, look for the outline in Canvas. These are the important points the professor wants you to retain from the reading. 2. After reading, answer the posed questions on Canvas. Pay attention to correct grammar, spelling, APA 6th edition formatting, and page limits. 3. You <u>must</u> bring a copy of this AM to class for credit and use it for class discussion. 4. Post a copy of it on Canvas as well as a back-up. 5. During class discussion, the professor highly encourages you to take notes on your AM for future study. 6. Use the AMs as study guides for the mid-term exam and the final exam. <p>There will be 14 opportunities to hand in an AM. The professor will drop the lowest score and only count 13 toward your grade.</p>	<p>Throughout Course</p>
	<p>Assignments</p>	
<p>Aug 31</p>	<p>Guest Speaker Responses - Competency 1, 2, 3, 9</p> <p>After each guest speaker, post a reaction on Canvas. Address 1) three things he/she talked about that corresponded to the reading, 2) a new concept, 3) biggest "take away," and 4) how this speaker spoke about an attribute of professional social work, and 5) a reaction to another posting.</p>	<p>Throughout Course</p>

Aug 31	<p>Volunteership and Canvas Response - Competency 2, 10</p> <p>Working with children is best understood when it is applied. This assignment will consist of volunteering two hours over the course of the semester in a San Diego, CW agency. This volunteer time is meant to give students one-on-one interactions with children, not just to serve administrative duties. Support for service activities can be found by asking the instructor or consulting the Office of Community Ministries, housed in Spiritual Development. Sites must be approved by the instructor. For the professor to ensure these sites will provide beneficial experiences, you should post your agency on Canvas along with contact information of the coordinating staff member. After completing the hours, post on Canvas: 1) a brief summary of the agency, 2) the tasks completed, 3) ways students had to be culturally competent (engage diversity and difference in practice), 4) and which professional social work role was practiced. Be prepared to share in class.</p>	Nov 9
	Tests	
Aug 31	<p>Mid-Term Exam</p> <p>This multiple choice and essay exam will cover the substantive information you should have gained to this point in the semester. Study your AMs and chapter outlines. No study guide will be given.</p>	Oct 19
Aug 31	<p>Final Exam</p> <p>This is comprehensive exam of multiple choice questions and essay questions that combines all that you learned in class throughout the semester. Study your AMs and chapter outlines. No study guide will be given.</p>	Dec 14
	Writing	
Aug 31	<p>Annotated Bibliography - Competency 4</p> <p>A goal of the course to engage in research-informed practice and practice-informed research. You will find this research in peer-reviewed journal articles in the major debates of social work and related disciplines. Select an article from a respected scholarly journal relating a CW issue and follow the format given. You are encouraged to</p>	Oct 5

	discuss journals and articles with the instructor if needed. Be prepared to discuss your paper in class. Information on Canvas.	
Aug 31	Biographical Outline - Competency 7, PLNU 11 Through the lens of systems perspective and theory, analyze your life and apply knowledge of human behavior and the social environment. Critique and apply knowledge of the micro, mezzo, macro systems in your life. Information should span from your mother's pregnancy (as much as possible) to today (discuss your decision to come to a Christian university). Follow the format given on Canvas. If needed, interview a friend or family member.	Sep 21
Aug 31	Research Paper Outline - Competency 4 Prior to submitting the assignment below, organize the paper into a 5-paragraph essay outline for the professor to review.	Nov 28
Aug 31	Research Paper - Competency 4 Based on the CW topic your group selected, write a research paper on the aspect of the presentation that you are going to cover in the group presentation. Write a 5-page (no less than 4 ½ pages), APA 6th edition compliant paper with a reference page of at least five sources of peer-reviewed journal articles.	Dec 7
Aug 31	Class Participation	Throughout course

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Crosson-Tower, C. (2018). *Exploring child welfare: A practice perspective*, (7th ed.). Boston, MA: Pearson.

Walls, J. (2005) *The glass castle*. New York City: Scribner.

*Additional reading will be assigned by professor and posted on Canvas.

ASSESSMENT AND GRADING

<u>Assignment Distribution</u>	<u>Grade Scale:</u>	
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Assignments - 30%	A=93-100	C=73-76
***(Analytic Memos - 20%)	A-=92-90	C-=70-72
***(Guest Speaker Responses - 2%)	B+=87-89	D+=67-69
***(Volunteership - 8%)	B=83-86	D=63-66
Class Participation/Attendance - 10%	B-=80-82	D-=60-62
Mid-Term Exam - 15%	C+=77-79	F=0-59
Final Exam - 20%		
Writing - 25%		
***(Annotated Bibliography - 3%)		
***(Biographical Outline - 5%)		
***(Research Paper - 15%)		
***(Research Paper Outline - 2%)		
<hr/>		
100%		

Extra Credit Opportunities -

1. This semester, go to a local, Family Resource Center (FRC) (that you have never visited) with the premise that you are wanting to apply Medi-Cal for yourself. (No credit will be awarded if you just tell me you found a website to apply; I want you to actually GO to a FRC). The biggest thing I want you to do is pay attention to what you see and experience. Put yourself in your future clients' shoes with having to start the process of applying for government programs. Submit a one-page paper on Canvas based on the following questions. 1) Which FRC did you go to? 2) Was parking easy? Could you have gotten there by public transportation? 3) Did you have to wait? 4) Were the workers and system organized and professional? 5) What did you hear? 6) If you spoke another language besides English, would the process have been easy for you? 7) Were you able to get your questions answered and apply for Medi-Cal that day if you had wanted to? 8) What types of people were in the waiting room (ages, racial and ethnic groups, languages, socioeconomic status, etc)? 9) What were your overall impressions? 10) What was the worker like who actually spoke to you about Medi-Cal? 11) Which social work role did he/she demonstrate or not demonstrate? 12) If you were the manager of that FRC, what were the strengths to build upon and the weaknesses? 13) Did you receive effective service delivery? 14) Anything else you would like to add.

2. A list of approved movies will be added to Canvas. Please check with the professor if you have ideas of movies and events. Write a response. More information on Canvas. **Maximum of 2 extra credit submissions.**

Class Participation/Attendance

1. Participation points will be given based on:
 - a. Engaging in respectful and non-threatening discourse with the professor and other students. If you do not, you will be corrected, points will be deducted, and you might be asked to leave.
 - b. Participating in class discussion but not dominating class discussion.
 - c. Not texting or doing computer/school work not directly related to the class. The professor might take away your electronic device or book if you are doing this. Points will be deducted.
 - d. Not having excessive side conversations (or other distracting behaviors) while others are talking. The professor will correct you on the spot. Points will be deducted. If it continues excessively, you might be asked to leave.
 - e. Coming to class prepared by reading the material, taking notes, doing the homework, and synthesizing the information with the world around you.
 - f. Showing excitement for learning the material and being in class.
2. Attendance is extremely important. You have one “grace” class to miss. Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be disenrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog. The professor will take attendance at the beginning of every class.
3. If you are more than 7 minutes late, you will be considered tardy.
4. No late coursework will be accepted. If you have an emergency, talk with the professor within one day of the assignment due date.
5. The class will focus on the textbooks, relevant current events, and the CSWE EPA course objectives.
6. You can find the information you need to answer questions about the class by asking your fellow students, checking Canvas, checking the syllabus, and listening in class.
7. Assignments must be written without grammatical or spelling errors. Papers and references will adhere to APA 6th edition standards.
8. This class content is pertinent to your future career! You will learn a lot if you do the work!

COURSE SCHEDULE

Professor Cook reserves the right to make adjustments to the course schedule, as needed.

Week #	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
#1 Aug 31	Review syllabus and sign class commitment	
#2 Sep 5 & 7	Chap 1 - Children: Our Most Important Resource <i>The Glass Castle</i> - p. 3-25	Chap 1 AM due Sep 7
#3 Sep 12 & 14	Chap 2 - The Changing Family <i>The Glass Castle</i> - p. 26-47	Research Topic due Sept 12 Chap 2 AM due Sep 14
#4 Sep 19 & 21	Chap 3 - Children and Families in Poverty <i>The Glass Castle</i> - p. 48-72	Chap 3 AM due Sep 19 Bio. Outline due Sep 21
#5 Sep 26 & 28	Chap 4 - The Impact of Violence and Addiction on Children <i>The Glass Castle</i> - p. 73-93	Chap 4 AM due Sep 26
#6 Oct 3 & 5	Chap 5 - Children against the Backdrop of War: Addressing the Needs of Military Families <i>The Glass Castle</i> - p. 94-125	Chap 5 AM due Oct 3 Annotated Bib due Oct 5
#7 Oct 10 & 12	Chap 6 - Trauma Sensitive Educational Settings <i>The Glass Castle</i> - p. 129-148	Chap 6 AM due Oct 10
#8 Oct 17 & 19	Chap 7 - Child Abuse and Neglect: Protecting Children When Families Cannot <i>The Glass Castle</i> - p. 149-170	Chap 7 AM due Oct 17 Mid-Term Exam Oct 19
#9 Oct 24 & 26	Chap 8 - Family Preservation or Child Placement? Serving the Child's Best Interests	Chap 8 AM due Oct 26

(Oct 24 - No Class! Volunteership Day -)	<i>The Glass Castle</i> - p. 171-192	
#11 Oct 31 & Nov 2 (Oct 31 - No Class; Watch Ted Talks)	Chap 9 - Juvenile Court Justice: Promoting the Rights and Welfare of Children and Families <i>The Glass Castle</i> - p. 193-213	Chap 9 AM due Nov 2
#12 Nov 7 & 9	Chap 10 - Teenage Pregnancy and Parenting <i>The Glass Castle</i> - p. 214-234	Chap 10 AM due Nov 7 Volunteership due Nov 9
#13 Nov 14 & 16	Chap 11 - Children in Family Foster Care <i>The Glass Castle</i> - p. 235-254	Chap 11 AM due Nov 14
#14 Nov 21 (Nov 23 - No Class!)	Chap 12 - The Adoption of Children <i>The Glass Castle</i> - p. 255-273	Chap 12 AM due Nov 21
#15 Nov 28 & 30	Chap 13 - Children in Residential Settings <i>The Glass Castle</i> - p. 274-288	Chap 13 AM due Nov 28 Research Paper Outline due Nov 28
#16 Dec 5 & 7	Chap 14 - Our Children's Future	Chap 14 due Dec 5 Research Paper due Dec 7
#16 Dec 14	Final Exam from 10:30am-1pm	

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be disenrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted on Canvas.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At PLNU, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class

unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site, which is Thursday, December 14, 2017 from 10:30am-1pm. Please note this schedule and plan accordingly.

COPYRIGHT POLICY

PLNU as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

SOCIAL CAPITAL

If you miss class you should arrange to get notes from one or more of your classmates. In fact, it is a good idea to make connections with other students in the course early in the semester so that you will have people to ask for help, study with and to ensure your overall academic success. This is social capital.

Classmates willing to help me succeed:

Name: _____

Phone (optional): _____

Email: _____

Name: _____

Phone (optional): _____

Email: _____

*Special thanks to Kevin Modesto and Rachel Horn Langford for assistance with this syllabus.

COURSE CONTRACT (Sign the next page and return to the professor by 8/31/17)

This syllabus is a contract between you and the instructor. By signing your name below, you acknowledge that you have carefully read and understand the information covered in the course syllabus including grading policies. Professor Cook reserves the right to make adjustments to the course schedule, as needed. For this class to function correctly and to its full, positive potential, we are all integral to each other. Please remember:

9. Participation points will be given based on:
 - a. Engaging in respectful and non-threatening discourse with the professor and other students. If you do not, you will be corrected, points will be deducted, and you might be asked to leave.
 - b. Participating in class discussion but not dominating class discussion.
 - c. Not texting or doing computer/school work not directly related to the class. The professor might take away your electronic device or book if you are doing this. Points will be deducted.
 - d. Not having excessive side conversations (or other distracting behaviors) while others are talking. The professor will correct you on the spot. Points will be deducted. If it continues excessively, you might be asked to leave.
 - e. Coming to class prepared by reading the material, taking notes, doing the homework, and synthesizing the information with the world around you.
 - f. Showing excitement for learning the material and being in class.
10. Attendance is extremely important. You have one "grace" class to miss. Additional absences result in point deductions. If you miss more than 3 classes, I will report it to the Dean. If you miss more than 6 classes, you will be disenrolled. The professor will take attendance at the beginning of every class.
11. If you are more than 7 minutes late, you will be considered tardy.
12. No late coursework will be accepted. If you have an emergency, talk with the professor within one day of the assignment due date.
13. The class will focus on the textbooks, relevant current events, and the CSWE EPA course objectives.
14. You can find the information you need to answer questions about the class by asking your fellow students, checking Canvas, checking the syllabus, and listening in class.
15. Assignments must be written without grammatical or spelling errors. Papers and references will adhere to APA 6th edition standards.
16. This class content is pertinent to your future career! You will learn a lot if you do the work!

2017 SWK 340 COURSE CONTRACT AGREEMENT

I have read the course contract agreement in the syllabus and understand the concepts included.

Print full name: _____ Today's Date: _____

Student Signature: _____ Major: _____

Circle your current academic standing at PLNU: Sophomore Junior Senior

Instructor Signature: Colleen Jensen Cook, ACSW, MSW

Please also answer the following questions:

1. What is a book you would recommend. Why?
2. What do you hope to learn from this class?
3. How do you best learn/remember class content?
4. What are the signs of an effective professor that you have had?
5. What are the signs of an ineffective professor that you have had?
6. What would you like the professor to know about you? Do you have trigger points related to Child Welfare issues?