

Chapter 5

Public Child Welfare Course Curricula

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PUBLIC CHILD WELFARE COURSE CURRICULA

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Chapter 5

PUBLIC CHILD WELFARE COURSE CURRICULA

Preservice Education for Prospective Employees

Specializations in public child welfare will teach students the equivalent of the Ohio Child Welfare Training Program (OCWTP) Core Curriculum, enabling them to be exempted from attending Core training through the OCWTP when they are hired. In order to promote the transfer and application of knowledge and skills into practice, CWWPEP will integrate university coursework with supervised field placements in public children services agencies (PCSAs).

Academic Requirements for Participating Universities

1. **Core Equivalence:** A consensus curriculum has been developed that represents the equivalent of the OCWTP Core training. All schools participating in CWWPEP are required to adopt this two course consensus curriculum.
2. **Standardized Curriculum:** The two courses include standardized competencies, concepts, course content, and textbooks. Individual schools may add and enhance this curriculum through assigning additional readings and class assignments.
3. **Best Practice:** The competencies and practice model reflected in the two courses have been established by the OCWTP and adopted by Ohio's PCSAs as reflecting best child welfare social work practice.
4. **Exemption from OCWTP Core:** Graduates of CWWPEP will be exempt from part of all of the OCWTP Core training when employed by an Ohio PCSA.
5. **Monitoring:** In order for graduates to be exempted from the OCWTP Core training, the standardized two course curriculum must remain fully equivalent in competencies and content to the Core curriculum offered by the OCWTP. A formal monitoring process will be established to ensure continuing standardization and equivalence of content.
6. **Generalist Perspective:** Bachelor's courses will preserve the "generalist perspective" required by the Council on Social Work Education while concurrently supporting child welfare specific education. This may be accomplished by offering the child welfare course sequence as electives, while integrating child welfare content wherever possible into existing course work.

Child Welfare I

University Partnership Document **Suggested Child Welfare I Course Curriculum, 2001**

Child Welfare I

Protecting Children By Strengthening, Supporting and Empowering Their Families

Level of Instruction: Senior-level BSW and MSW II

Course Description:

This course is the first of a two course series that provides the knowledge, concepts, and fundamental skills needed for beginning level practice in public and private child welfare. The course focuses on interventions to protect children from abuse, neglect, and sexual abuse by strengthening, supporting, and empowering their families. The course is organized around four themes: First, content is provided on the mission and scope of child welfare practice, articulating the underlying philosophy and values that drive child welfare practice, and addressing cultural and relationship issues when working with families. Second, the course provides conceptual and practical information on identifying child maltreatment, assessing family needs and strengths, and determining both immediate and long term risk to children of future maltreatment. Third, information is presented on case planning and applying a casework model to working with families. Fourth, content is presented on interviewing skills in a child welfare setting, especially as these skills relate to family assessment and case planning activities.

Prerequisites

Students enrolled in this course are expected to have mastered the following competencies in one or more previous CSWE-required courses in social work:

1. The student knows social work values and principles, including respecting the family's dignity, individuality, culture, and right to self-determination.

2. The student knows the values of family-centered social work, including strengthening and empowering families, self-determination, and respecting individual and cultural differences.
3. The student understands the importance of effective family assessment and case planning as the foundation of casework intervention.
4. The student knows the proper sequence of steps in the case planning process.
5. The student knows the factors that must be addressed in a comprehensive and balanced family assessment, including: the contributing factors to family needs and problems; the functioning of the family as unit; the cognitive, behavioral, social, and emotional strengths and limitations of each family member; and family, neighborhood, and community resources available to the family.
6. The student knows strategies to engage family members into constructive and collaborative casework relationships that empower families and promote joint case assessment, planning, and service provision.
7. The student has a thorough knowledge of the stages, processes and milestones of normal physical, cognitive, social, and emotional development of children from birth through adolescence.

Course Objectives

Upon completing this course, students will:

1. Understand the mission and scope of child welfare services. This includes being familiar with the historical roots of child welfare, the legal base of practice, the definition of “family centered” practice, types of maltreatment, and the role and responsibilities of the child welfare agency
2. Have beginning knowledge and skill in developing a casework relationship with families, understand the dynamics of resistance, and be able to discuss how cultural factors (both the client’s and the worker’s) can influence that relationship

3. Know the principles of risk and safety assessment, be familiar with models used to assess risk, know how to conduct a risk assessment, and understand and draw accurate conclusions from the information collected
4. Be able to develop an intervention plan, know how to effectively integrate casework principles with protective authority, know how to engage the client in the service delivery process, and understand the importance of community and multidisciplinary involvement and collaboration
5. Learn how to conduct interviews that engage families, reduce resistance, and involve families in the assessment and planning process

Required Text

Rycus, J. S. & Hughes, R. C. (1998). *Field Guide to Child Welfare (Volumes I & II)*. Washington, DC: CWLA Press, & Columbus, OH: Institute for Human Services

Course Outline Child Welfare I

I. Introduction to the Field of Child Welfare (10% of Allotted Time)

- Define the field of child welfare; mission, scope, principles of “best practice”
- Historical perspective
- Legal base of practice
- Review child welfare values in context of social work values
- Define concept of “family centered” practice
- Define and describe types of child maltreatment - abuse, neglect, sexual abuse; physical, behavioral and emotional indicators
- Workers’ emotional reactions to child maltreatment
- Define role and responsibility of child welfare agency in protecting children, assuring permanence, strengthening families

Readings: *Field Guide to Child Welfare*

- I Child Welfare Values
- II-A Identifying Abuse and Neglect: Physical and Behavioral Indicators
- II-E Family-centered Child Welfare Services

**II. Culture, Diversity and the Casework Relationship
(10% of Allotted Time)**

- Relationship as the cornerstone of practice
- Issues of relationship in a child protection context
- Culture - its impact on relationship
- Self awareness and recognizing one's own cultural biases
- Importance of individualization
- Nature of resistance; dealing with it constructively
- Worker's reactions to hostility and resistance
- Worker safety

Readings: *Field Guide to Child Welfare*

- IV-B The Casework Relationship: Foundation of Family-centered Practice
- V Culture and Diversity in Child Welfare Practice

**III. Family and Risk Assessment
(30% of Allotted Time)**

- Define and delineate risk and safety
- Role and responsibility of child protective services
- Factors contributing to risk and safety
- Risk assessment models, strengths and dilemmas
- Comprehensive family assessment for treatment planning
- Family dynamics of child maltreatment: Role of personal, interpersonal, environmental and community factors
- Engaging family members to participate as partners in assessment
- Assessing strengths
- Strategies to gather accurate information
- Critical thinking - attributing accurate meaning to information
- Using data to make case decisions
- Supporting family self-determination in assessment

Readings: *Field Guide to Child Welfare*

II-B Dynamics of Child Maltreatment
II-C Risk Assessment
IV-C Conducting the Family Assessment
Videotape: *The Forrester Family*

**IV. Case Planning and Intervention
(30% of Allotted Time)**

- Casework vs. Protective Authority; integrating best approaches
- Revisit principles of family-centered child welfare
- Review of fundamental case planning principles
- Engaging families into collaborative case planning
- Concurrent (supplemental) case planning
- Intervention as a community responsibility
- Multi-disciplinary collaboration
- Importance of case recording and summary documentation

Readings: *Field Guide to Child Welfare*

IV-A Integrating Casework and Protective Authority
IV-D Developing the Case Plan
IV-E Case Closure
IV-G Case Recording

**V. Interviewing in Child Welfare
(20% of Allotted Time)**

- The interview as the means to implement casework
- Types of interview formulations, their uses, strengths, limitations
- Goal-directed, purposeful interviewing
- Practical applications and exercises
- Interviewing to constructively defuse hostility and work through resistance

Readings: *Field Guide to Child Welfare*

IV-F The Casework Interview: Implementing the Helping Process
Videotape: *The Forrester Family*

U of A Document **Syllabus**

Child Welfare I

Protecting Children By Strengthening, Supporting, and Empowering Families

FALL 2002

Instructor: Andrea Goodloe Porter
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Course Description

This course is the first of a two-course series that provides the knowledge, concepts, and fundamental skills needed for beginning level practice in public and private child welfare. The course focuses on interventions to protect children from abuse, neglect, and sexual abuse by strengthening, supporting and empowering their families. The course is organized around four themes. First, content is provided on the mission and scope of child welfare practice, articulating the underlying philosophy and values that drive child welfare practice, and addressing cultural and relationship issues when working with families. Second, the course provides conceptual and practical information on identifying child maltreatment, assessing family needs and strengths, and determining both immediate and long term risk to children of future maltreatment. Third, information is presented on case planning and applying a casework model to working with families. Fourth, content is presented on interviewing skills in a child welfare setting, especially as these skills relate to family assessment and case planning activities.

Course Objectives

Upon completing this course students will:

1. Understand the mission and scope of child welfare services. This includes being familiar with the historical roots of child welfare, the legal base of practice, the definition of “family centered” practice, types of maltreatment, and the roles and responsibilities of the child welfare agency.
2. Have beginning knowledge and skill in developing a casework relationship with families, understand the dynamics of resistance, and be able to discuss how cultural factors (both the client’s and the worker’s) can influence that relationship.
3. Know the principles of risk and safety assessment, be familiar with models used to assess risk, how to conduct a risk assessment, and understand how to draw accurate conclusions from the information collected.
4. Be able to develop an intervention plan, know how to engage the client in the service delivery process, and understand the importance of community and multidisciplinary involvement and collaboration.
5. Learn how to conduct interviews that engage families, reduce resistance, and involve families in the assessment and planning process.

Required Text

Rycus, J. S. & Hughes, R. C. (1998). *Field Guide to Child Welfare (Volumes I & II)*. Washington, DC: CWLA Press, & Columbus, OH: Institute for Human Services.

Supplemental Readings

Supplemental readings will be assigned from a variety of sources and will be available in the Library or xeroxed.

Teaching Methods

Content presentation methods will include lecture and discussion, student/group presentation, community speakers, role play, visuals, written assignments and quizzes. Written assignments are designed to promote self awareness and theoretical content.

Course Requirements

1. Regular class attendance and participation
2. Journal
3. One quiz
4. Small group exercises
5. Short written assignment
6. Final paper
7. Extra credit (TBA)

Topical Outline

8/26 Overview of the Course

8/28 Child Welfare and Social Work Values and Ethics

Readings: *Field Guide to Child Welfare*

I Child Welfare Values

NASW Code of Ethics

8/30 What Is Child Welfare? Mission, Scope, Principles of “best practice.”

Reading: *Field Guide to Child Welfare*

I Child Welfare Values

9/4 –9/11 Historical Perspective and Legal Base of Child Welfare

Reading: *Field Guide to Child Welfare*

I Child Welfare Values “The History of Child Welfare: An Evolution of Values”

9/13 Review Values in Context of Social Work Values

Readings: *Field Guide to Child Welfare*

I Child Welfare Values “Child Welfare Values Today”, ”Integrating Child Welfare Values and Practice”

9/18-9/27 Roles and Responsibilities of A Child Welfare Agency

- Overview
- Intake ,Protective Services, Kinship Care, Mediation
- Out of Home Care (Foster Care, Adoption, Emergency Placement)
- Preventive/ Support Services

Reading *Field Guide to Child Welfare*

II-E Family Centered Child Welfare Services

9/30 Types Of Maltreatment Video *Identifying Abuse and Neglect*

Small group / Class discussion (Emotional reactions to video)

***JOURNALS DUE**

10/2 –10/9 Behavioral, Emotional and Physical Indicators of Physical and Sexual Abuse and Neglect

Reading: *Field Guide to Child Welfare*

II-A Identifying Abuse and Neglect: Physical and Behavioral Indicators

- **QUIZ 10/9**

10/11 Culture, Diversity and the Casework Relationship

- Relationship as the Cornerstone of Practice
- Issues of Relationship in Child Protection Context

Reading: *Field Guide to Child Welfare* IV-B The Casework Relationship: The Foundation of Family-Centered Child Welfare

10/14 Culture- Impact on Relationship

Reading: *Field Guide to Child Welfare* II-V Culture and Diversity in Child Welfare Practice

10/16-10/18 Self Awareness- Recognizing One's Own Cultural Bias

Reading: TBD

- Experiential exercise and small group discussion

10/21 Nature of Resistance and Hostility

Reading: *Field Guide to Child Welfare* IV-B The Casework Relationship

10/23 Worker Reaction to Resistance and Hostility

Worker Safety Considerations

Reading: *Field Guide to Child Welfare* IV-A Integrating Casework and Protective Authority

10/25 Family and Risk Assessment

Readings: *Field Guide to Child Welfare* II-C and II-D Risk Assessment

10/28 Risk vs Safety- Factors Contributing to Risk

Reading: *Field Guide to Child Welfare* II-C

10/30 Risk Assessment Models- Strengths and Dilemmas

Reading: TBD
Review of four state risk assessments

- **JOURNALS DUE**

- 11/1 **Family Assessment for Treatment Planning**
Reading: *Field Guide to Child Welfare*
IV-B and IV- C
- 11/4 **Family Dynamics of child maltreatment: Role of personal, interpersonal, environmental and community factors***
- 11/6 **Engaging Family Members to Participate as Partners in Assessment***
- 11/8 **Assessing Family and Individual Strengths: Gathering Accurate Information***

Reading*** *Field Guide to Child Welfare*
IV- B and IV-C
- 11/11 **Critical thinking – attributing accurate meaning to information**
Video: Forrester Family
Reading: Murphy, B.C. & Dillon, C.(1998) *Interviewing in Action: Process and Practice Chapter 5*
- 11/13-11/15 **Case Planning Principles /Concurrent Planning**
Reading: *Field Guide in Child Welfare*
IV-D and IV-E
- **Written Assignment** – Initial Assessment of the Forrester Family
- 11/18-11/22 **Interviewing in Child Welfare Time**
- Types of interview formulations-Uses, strengths and limitations
 - Goal- directed ,purposeful interviewing
 - Practical application
 - Interviewing to constructively diffuse hostility and work through resistance
- Reading:** *Field Guide to Child Welfare*
IV-F The Casework Interview: Implementing the Helping Process
- 11/25 **Intervention as a Community Responsibility/Multi-disciplinary Collaboration**
Reading: *Field Guide in Child Welfare*
IV-A and IV-D
- **JOURNALS DUE**

- 11/27 &
12/2** **Interviewing Four(4) Case Scenarios**
Role Play- Small Group Exercises
- 12/4** **Case Recording and Summary Documentation**
Reading: *Field Guide in Child Welfare*
IV-G
- 12/6** **Review of Competencies**
- **FINAL PAPER DUE**

U of A Document Bibliography

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- Luthar, Suniya S. (1991) Vulnerability and Competence: A Review of Research on Resilience in Childhood. *American Journal of Orthopsychiatry*, v61n1, February PP. 58-70.
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- Wyatt, G. & Powell G. (1988). *Lasting Effects of Child Sexual Abuse*. Newbury Park: Sage Publications.

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Assignments & Grading

CHILD WELFARE I

Grading Criteria

Class Attendance/Participation	20points
Quiz	10points
Case Assessment (Forrester Family)	20points
Journal	5points
Final Paper	45points
	100points
 Extra Credit	 5points each

JOURNAL (Due 9/30, 10/30 and 11/25/02)

Journal will be required but will not be graded. It is designed to offer the student the opportunity to write informally and personally about feelings and experiences in the class or at your field placement. No particular format is indicated, but there should be a minimum of one entry per week. The journal should cover your thoughts and feelings about one or more of the following areas: 1.) yourself ; 2.) your clients or consumers; 3.) agency or community where you live or are placed ; 4.) this class;5.)issues presented in class; 6.) any ethical dilemmas resulting from experiences in or out of the classroom or field.

Journals are confidential and will be returned to the student at the next class.

Length of entries are left to the discretion of the student.

CASE ASSESSMENT (Forrester Family) Due 11/18/02

Many times , during the Intake process, child welfare caseworkers must make initial assessments based on limited information and a single contact with the child and family. Interviewing a non voluntary and resistant client requires special skills and a clear focus

on the part of the caseworker to be successful in gaining needed information to determine if a child is safe in his /her home environment.

Using the background information in the *Child Welfare Field Guide* and the information garnered in the “Forrester Family Video” (Part I), please describe your how you would use your inherent authority in gaining access to this family and at the same time protect Jon Forrester. In addition, please include

1. The areas you would cover or questions you would ask of Mrs. Forrester, Jon and his younger sister to secure relevant information;
2. Discuss how characteristics of likeness and/ or difference would affect your communication with Mrs. Forrester and her family;
3. How assumptions about race, culture, gender or class affect your assessment;
4. How you would deal with issues of resistance in attempts to engage Mrs. Forrester.
5. Based on information provided identify risk factors, family and individual strengths.

Paper should be typed, double- spaced. Papers should not be over 5 pages in length and are due at the beginning of the class period. Late papers will be dropped by one letter grade.

Grade will be based on clarity of expression (40%) , organization (30%), and ability to analyze situations and people (30%).

FINAL PAPER (Due 12/ 6/02)

Child abuse and neglect are symptomatic of other underlying family problems. Family members in abusive and neglectful families are experiencing stresses related to physical, environmental, and personal/interpersonal factors.

The risk assessment process is a fact- finding process that gathers pertinent information. to make the following determinations:

- Occurrence of physical abuse, sexual abuse or neglect;
- Risk to child(ren) of future harm;
- Child’s need for immediate protection;
- Safety plan for the child and family,

Select a family from field, human service employment, or case study and conduct a family risk assessment, safety plan and case plan. The following must be included:

- Brief synopsis of the initial referral
- Composition and structure of the family and each family member
- Family history with the agency ,if any
- Available support systems (ecomap /genogram)
- Family coping skills and strategies

Grading Criteria

<i>Clarity in discussion of problem/analysis/issues</i>	35%
<i>Application of risk assessment tool</i>	30%
<i>Ability to draw conclusions /summary of risk</i>	15%
<i>Development of case plan/safety plan</i>	20%

Length: 10-12 pages

All papers submitted after 12/6/02 will be dropped by one letter grade.

EXTRA CREDIT

“Point/ Counterpoint”

Throughout the semester, you may bring to class for discussion any print or electronic media articles that illustrate the following:

- Ethical dilemmas in child welfare practice
- Child welfare cases that prompt questions or promote stimulating discussion
- Topics discussed in class
- Legislation that impacts child welfare practice
- New and innovative service delivery

20 minutes of class time will be devoted for this purpose.

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Midterm Examination

CHILD WELFARE I
Exam

October 14, 2002

Multiple Choice	48 points
True False/ Yes No	30 points
Fill in the Blanks	2 points
2 Essay Questions	20 points
TOTAL	100 points

Grading Scale

91-100	A
A.	B
B.	C
61- 70	D
60 and below	F

STUDENT's NAME _____

GRADE _____

Child Welfare I
10/14/02

1. Match the following laws with the most appropriate requirements or mandates by placing the corresponding letter in the blank.
 - A. Adoption Assistance and Child Welfare Act (PL 96-272)
 - B. Multiethnic Placement Act (MEPA)
 - C. HB 484
 - D. Indian Child Welfare Act (PL 95- 608)
 - E. Adoption and Safe Families Act (PL 105-89)
 - F. ORC 2151.421

_____ Basis of authority for public child welfare agencies in the State of Ohio to investigate referrals of abuse or neglect 24 hours per day, 365 days per year.

_____ Current foundation of child welfare practice, assures permanent homes for children, mandates child be placed in least restrictive, most home like environment.

_____ Prevents discrimination in placement of a child on the basis of race, color , national origin.

_____ Requires agencies to aggressively pursue alternative permanent homes for child in foster care when reunification with parent is not possible.

_____ Requires agency to file a motion to terminate parental rights if child has been in temporary custody for 12 out of 22 consecutive months.

_____ Assigned sole responsibility to tribal governments for child welfare and adoption decisions for children of Native American descent.

2. Placement of children in a series of foster homes with no permanent placement plans is called _____.

3. Research by Dr C, Henry Kempe and associates describing the scope of the problem of child abuse and the prevalence of child abuse in the United States resulted in the coining of the phenomenon of the _____.

4. Which of the following statements accurately reflect the values of professional child welfare ? Circle “Yes” or “No.”

- | | | |
|-----|----|--|
| Yes | No | All families have a right to raise their children in their own way and according to their own cultural traditions, unless they place their children at serious risk of harm. |
| Yes | No | Children should be immediately moved into safe foster care placements if there is any indication of possible maltreatment by their families. |
| Yes | No | Child welfare workers have succeeded at their mission when they can protect a child in his own home. |
| Yes | No | Permanency planning begins when a child cannot be returned home and needs an adoptive placement. |
| Yes | No | When a choice must be made between preserving the rights of families and protecting a child from maltreatment, a child welfare workers first responsibility is to the child. |
| Yes | No | The best way to assure that abuse and neglect do not re-occur is to place strong legal sanctions on the parents and reinforce their adherence to agency –identified standards of care. |
| Yes | No | Child welfare agencies have a responsibility to develop services strengthen and empower families and to protect children. |

5.Circle “True” or “False”

- | | | |
|---|---|---|
| T | F | Parent’s rights to raise their children as they see fit are contingent their providing a minimum level of care and abuse-free |
|---|---|---|

- environment.
- T F Children have an absolute right to safety and protection from serious harm, regardless of family, culture, or community.
- T F Family- centered practice removes children from their families is prepared to assume permanent custody of the children.
- T F In family-centered practice, it is believed the best interests of the are best preserved in a majority of cases by strengthening and supporting the child’s own family.
- T F Family-centered practice philosophy is limited to in-home services.
- T F The Indian Child Welfare Act is a federal law which takes precedence over any state law where placement and adoption of Native American children are concerned.

6. Match the following situations with the appropriate law or code;

- A. English Law**
B. Visigothic Code
C. Greek Law
D. Hammurabi Code

- _____ Sale of children was forbidden; children could be disinherited or punished but not killed or mutilated.
- _____ Children could be sold in times of poverty to work off parents debt; Child emancipated at the age of majority.; child had a right to own property.
- _____ Restricted father from unilaterally having the right to take a child’s life.
- _____ First known compilation of civil law. Defined parent-child relationship as proprietary interest.

7. A public children service agency is mandated by law to investigate each report of known or suspected child abuse or child neglect within

- _____ **A. Three days**
 _____ **B. 24 Hours**
 _____ **C. Before the end of the business day**

8. Which of the following are duties of a public child welfare agency?

Circle the correct answer:

- A. Make an investigation concerning alleged abuse neglect, or dependency of a child.
- B. Locate family foster homes within or outside the county for the care of children.
- C. Accept custody of children committed to the agency by a court exercising juvenile jurisdiction.
- D. All of the above.

9. Which of the following physical injuries are likely to have been inflicted by abuse? Circle “yes” or “no”.

- | | | |
|-----|----|---|
| Yes | No | A 2-1/2 year old has a bruise on the forehead, centered between the eyes. Her mother says she was running, tripped and stumbled into a door jamb. |
| Yes | No | A 3 year old has irregularly shaped and spotty burns on the arms and abdomen. His mother said he pulled a cup of hot tea off the table onto himself. |
| Yes | No | An 18- month old has a spiral fracture of the upper arm. His mother says he caught his arm in the rails of a kitchen chair and twisted his arm as he fell off the chair. |
| Yes | No | A 6 year old has multiple bruises of different colors on his back, abdomen ,buttocks and neck. His mom says he is a “rough and tumble kid” who bruises easily. |
| Yes | No | A 6-month old has a large black and blue mark on the lower back just above the buttocks. Mom says she’s had it since birth. |
| Yes | No | A 3- year old has stocking burns on both feet, with well demarcated lines around the ankles. Her mother says she was standing in the tub and turned on the hot water. |
| Yes | No | A 3-month old infant is brought to the hospital in a semi-coma. Mother says she has no idea what’s wrong. The baby was okay yesterday. There are no bruises. X-rays reveal a subdural hematoma, or a blood clot on the brain. |

10. Which of the following factors are often associated with increased risk of abuse or neglect? Place an “X” by all that apply.

_____ The child is mentally retarded and developmentally delayed.

_____ The father is in a wheelchair as a result of an auto accident in his youth.

- _____ The child was born 2 months prematurely and is sickly.
- _____ The parents are divorced.
- _____ The mother does not trust other people and never asks for help, even when she is stressed.
- _____ The father communicates that the child is a serious disappointment to him. He wishes the child weren't so much like his own father.
- _____ There have been multiple previous reports of maltreatment in this family.
- _____ The house is cluttered and crowded, and housekeeping is marginal.
- _____ The child is one of nine siblings.
- _____ The mother expects the child to help with chores.
- _____ The family lives in a chaotic , high stress environment.

11. Which of the following factors would, itself constitute neglect? Circle “yes” or “no.”

- Yes No A child who is abandoned by his parents.
- Yes No A child is cared for by multiple caregivers.
- Yes No A child whose parents use traditional healers for health care.
- Yes No A child who is not immunized.
- Yes No A child who lives in an unsanitary and dangerous physical environment.
- Yes No A child who is seriously ill and receiving no medical care.
- Yes No An infant who is left alone in the apartment for hours at a time.

12. Circle “True” or “False.”

- T F Neglected children are almost always developmentally delayed.
- T F As many children die from neglect as from abuse.
- T F Child welfare agencies have a responsibility to provide preventive and supportive services to families who are unable to meet the needs of their

children because of economic and environmental limitations.

T F Neglect is almost always a concern when families live in poverty, since they often have inadequate shelter, have no food, cannot afford medical care and may be so overwhelmed that they have little emotional energy to attend to their children.

13. A child under 18 months of age who is significantly underweight but gains rapidly when cared for out of the home describes which of the following conditions?

_____ **A. Munchausen Syndrome by Proxy**

_____ **B. Brittle Bone Syndrome**

_____ **C. Failure to Thrive**

_____ **D. Mongolian Spots**

14. Please explain the significance of the case of Maryellen Wilson in the history of child welfare in this country.

15. What is an ethical dilemma? What are ethical dilemmas that you have been confronted with since this class began?

U of A Document
Student Evaluation of Child Welfare Course

_____ **MY EXPECTATIONS APPRAISAL SURVEY**

Please circle Y for Yes N for No

Y N The content of the course met my expectations.

Y N The course supported the integration of theory and practice.

Y N The course offered content beyond that provided in the syllabus.

Y N The content of the course was challenging and thought provoking.

Y N The course addressed current child welfare practice issues.

Y N My class work supported my field experiences.

Y N Educational outcomes and field learning have been realized.

What did you specifically like about the Child Welfare I course?

What did you specifically like about the Child Welfare II course?

What specifically can be done to improve the course or the instructor teaching of it?

What field experiences were helpful to you in application and integration of class work?

What skills were developed during field? What skills do you still need to develop?

OSU Document
Syllabus

Child Welfare I
Ohio State University

Course Syllabus

Scottye J. Cash, MSSW, Ph.D.	Course Location: SH 131
College of Social Work	Hours: TU 1-3:18pm
Ohio State University	Office Hours: Wed & Thur. 1:30-4:00
Office: 325R	and by appointment
Email: cash.33@osu.edu	Office Phone: (614) 292-3690
SWK 695.21: Child Welfare I: Protecting Children By Strengthening, Supporting, and Empowering Their Families	

Level of Instruction: Senior-level BSW and MSW II

Course Description:

This course is the first of a two course series and is designed to provide the knowledge, concepts, and tools needed for beginning level practice in public and private child welfare. The focus of the course is on interventions to protect children by strengthening, supporting and empowering their families. The course is organized around four themes. First, material is presented on defining child welfare, the values that are central to child welfare practice, and how child welfare services addresses cultural and relationship issues. Second, the course provides conceptual and practical information on assessing risk. Third, information on casework and case planning is covered. And lastly, content on interviewing skills in a child welfare setting are presented, especially as these skills relate to assessment and case planning activities.

Prerequisites:

Students enrolled in this course are assumed to have been introduced to the following competencies in one or more previous courses in social work:

1. The student knows social work values and principles, including respecting the family's dignity, individuality, culture, and right to self-determination.
 2. The student has been introduced to the values of family-centered social work and child welfare practice, including family preservation, permanence for children, preservation of parents' and children's rights, client self-determination, reasonable efforts, and respect for individual and cultural differences.
 3. The student understands the importance of effective case assessment and planning as the foundation of casework intervention.
 4. The student has been introduced to the proper sequence of steps in the case planning process.
 5. The student has been introduced to the factors that must be addressed in a comprehensive and balanced family assessment, including the contributing factors to family needs and problems, the functioning of the family as a unit, the cognitive, behavioral, social, and emotional strengths and limitations of each family member, and resources available to the family.
1. The student has been introduced to strategies to engage family members into constructive and collaborative casework relationships that empower families and promote joint case assessment, planning, and service provision.

The student has a thorough knowledge of the stages, processes and milestones of normal physical, cognitive, social, and emotional development of children **from birth through adolescence.**

Course Objectives:

Upon completing this course students will:

1. Understand the mission and scope of child welfare services. This includes being familiar with the historical roots of child welfare, the legal base of practice, the definition of “family centered” practice, types of maltreatment, and the role and responsibilities of the child welfare agency.
2. Have beginning knowledge and skill in developing a casework relationship with families and be able to discuss how cultural factors (both the client’s and the worker’s) can influence that relationship.
3. Know the various models used to assess risk, how to conduct a risk assessment, and how to understand the information that is collected during the assessment.
4. Be able to develop a case plan for intervening with a family. In doing so, students will learn to integrate casework principles and the need for protective authority, how to engage the client in the process, and the importance of community and multidisciplinary involvement.
5. Learn how to conduct interviews in a child welfare setting.

Required Texts:

Lundin, S.C., Paul, H., & Christensen, J. (2000). Fish! A remarkable way to boost morale and improve results. New York: Hyperion.

Rycus, J.S. & Hughes, R.C. (1998). *Field Guide to Child Welfare (Volumes I & II)*. Washington, DC: CWLA Press & Columbus, OH: Institute for Human Services.

*Additional readings will be assigned each week to supplement the Rycus & Hughes textbook.

Course Grades

A	93 points and above
A-	90-92 points
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	Below 59 and any form of plagiarism

Course Outline:

Week 1	Introduction to the Field of Child Welfare	<i>October 1</i>
	<ul style="list-style-type: none"> Define the field of child welfare; mission, scope, principles of "best practice;" 	
	<ul style="list-style-type: none"> Historical Perspective 	
	<ul style="list-style-type: none"> Legal base of practice 	
	<ul style="list-style-type: none"> Review child welfare values in context of social work values 	
	<ul style="list-style-type: none"> Define concept of "family centered" practice 	
	<ul style="list-style-type: none"> Define and describe types of child maltreatment - abuse, neglect, sexual abuse; physical, behavioral, and emotional indicators 	
	<ul style="list-style-type: none"> Workers' emotional reactions to child maltreatment 	
	<ul style="list-style-type: none"> Define role and responsibility of child welfare agency in protecting children, assuring permanence, strengthening families 	
	<p><u>Readings: <i>Field Guide to Child Welfare</i></u></p> <p>I Child Welfare Values</p> <p>II-A Identifying Abuse and Neglect: Physical and Behavioral Indicators</p> <p>II-E Family-Centered Child Welfare Services</p> <p>The Story of Mary Ellen</p> <p>Berry, M. (1997). <u>The Family at Risk</u>. Columbia, SC: University of South Carolina Press.</p>	
Week 2	Culture, Diversity, and the Casework Relationship	<i>October 8</i>

	<ul style="list-style-type: none"> Relationship as the cornerstone of practice 	
	<ul style="list-style-type: none"> Issues of relationship in a child protection context 	
	<ul style="list-style-type: none"> Culture - its impact on relationship 	
	<ul style="list-style-type: none"> Self awareness and recognizing one's own cultural biases 	
	<ul style="list-style-type: none"> Importance of individualization 	
	<ul style="list-style-type: none"> The nature of resistance; dealing with it constructively 	
	<ul style="list-style-type: none"> Worker's reactions to hostility and resistance 	
	<ul style="list-style-type: none"> Worker safety considerations 	
	<p><u>Readings: <i>Field Guide to Child Welfare</i></u></p> <p>IV-B The Casework Relationship: The Foundation of Family-Centered Practice V Culture and Diversity in Child Welfare Practice Fong, R. (2001). Cultural competency in providing family-centered services. In E. Walton, P. Sandau-Beckler, and M. Mannes (Eds.) <u>Balancing Family Centered Services and Child Well-Being</u>. New York: Columbia University Press.</p>	

Week 3-5	Family and Risk Assessment	<i>October 15, 22, &29</i>
	<ul style="list-style-type: none"> Define and delineate risk and safety 	
	<ul style="list-style-type: none"> Role and responsibility of child protective services 	
	<ul style="list-style-type: none"> Factors contributing to risk and safety 	
	<ul style="list-style-type: none"> Risk assessment models, strengths and dilemmas 	
	<ul style="list-style-type: none"> The comprehensive family assessment for treatment planning 	
	<ul style="list-style-type: none"> Family dynamics of child maltreatment: role of personal, interpersonal, environmental, and community factors 	
	<ul style="list-style-type: none"> Engaging family members to participate as partners in assessment 	
	<ul style="list-style-type: none"> Assessing strengths 	
	<ul style="list-style-type: none"> Strategies to gather accurate information 	
	<ul style="list-style-type: none"> Critical thinking - attributing accurate meaning 	
	<ul style="list-style-type: none"> Using data to make case decisions 	
	<ul style="list-style-type: none"> Supporting family self-determination in assessment 	

	<p><u>Readings:</u> <i>Field Guide to Child Welfare</i></p> <p>II-B Dynamics of Child Maltreatment II-C Risk Assessment IV-C Conducting the Family Assessment Forrester Family Videotape Cash, S.J. Risk assessment in child welfare: The art and science. <u>Children and Youth Services Review</u>, 23, 811-830.</p> <p>Thomlison, B. (1997). Risk and protective factors</p>	
	OCTOBER 29 RISK ASSESSMENT EXERCISE DUE	