

Each class session will begin and end on time. Students are expected to attend all sessions for the entire period. Overall class protocols will be discussed during the first class meeting.

Other than the first day of class, the instructor expects students to have read respective chapters prior to class discussion. Chapter one takes up considerable class time. The instructor considers it a privilege to teach this course.

PRE-REQUISITES:

None

SPECIFIC OBJECTIVES OF THIS COURSE:

- * for students to understand the history of the treatment of children since the beginning of this country, and the effects of this treatment on children, as well as our civilization. To compare treatment of children and families in other countries;
- * for students to understand the various strengths of family and societal structures and functioning in which children grow up, including cultural diversity, and the effects of these structures in terms of humanistic values, and social justice and injustice;
- * for students to gain an appreciation of the child protection system in the U.S. and N.J.; what it is, what it can and cannot do;
- * for students to have a sense of the different programs and services available to keep families together and youth in their own homes;
- * for students to appreciate the importance of family, relatives, and the community on youth, and the services available to keep families together;
- * for students to appreciate the variety and effect of out-of-home care for children and adolescents, from the least to the most restrictive environments;
- * for students to understand the workings of the day care system in this country and state, and its availability, especially to families with low income;
- * for students to understand the special problems faced by adolescents, especially those with emotional or developmental problems, and those not living with their parent(s);
- * for students to learn and appreciate the impact on adolescents of coming into conflict with the criminal justice system;
- * for students to further comprehend issues pertinent to the aging out of adolescents into early adulthood;
- * for students to learn the importance of advocacy to ensure the well being of children, youth and families

EVIDENCE OF LEARNING:

As a result of taking this course, and participating in learning activities, the student is expected to be able to:

- * describe the various ways in which youth were treated historically, and identify major milestones in the philosophy and practice of that treatment;
- * explain today's family structures and functioning and indicate how these have changed over time, including possible reasons for these changes; this to include strengths to the family as well as challenges in terms of potential problems;
- * explain what is meant by youth and families at risk, describing what these risks are, how humanistic values reflect concern about this, and what services may be available to address them;
- * explain the types and extent of child abuse and neglect today, indicating their causes and services and steps that may be taken to address them;
- * describe the child protection system in place in N.J., as well as in other states, how it operates, and how it can be improved;
- * describe the various types of out-of-home care utilized for children and adolescents, explaining their differences, strengths, and weaknesses, from short-term care to adoption;
- * articulate the importance and availability of day care services, especially for families with low income or who are otherwise at risk;
- * articulate understanding of factors affecting adolescents today, ranging from ageing out, maturity, physical growth, and self-esteem, to anomie, alienation, emotional disorders, poverty, substance abuse and addiction.
- * describe the various types of out-of-home settings for adolescents, ranging from the least restrictive relative to the most restrictive residential treatment facility and/or juvenile correctional facility;
- * describe steps that could be taken to improve the lives and outlook for youth and families, particularly those who are at risk due to discrimination and/or poverty status.

MEANS OF ASSESSMENT OF LEARNING (HOW LEARNING OUTCOMES ARE ASSESSED AND THE BASIS FOR GRADES):

Quizzes: In class each week, I will give you a handout on what to study to prepare to take the next week's quiz. These quizzes will be primarily on the readings although some lecture material will also occasionally be covered. At the beginning of the next class, you will have a brief five-point quiz on those topics. I am looking for evidence that you have reviewed your notes from the previous lecture and that you have read and studied the reading assignment for the

coming class period. If your quizzes indicate you have, you will earn 5 points or 100% on that quiz. If your answers indicate that you have given your notes and the reading something less than your full attention, your grade will be correspondingly lower.

We will have 10 quizzes. You will be allowed to drop your lowest two quiz scores, so you can earn a possible **40 points** on these quizzes. Therefore if you are ill or absolutely must miss class, your zero for that quiz will be the one dropped.

The reason for the weekly quizzes is that research on learning has shown that the more attention students pay to their work, the better their learning. But it is human nature to procrastinate unless there is a direct payoff. A grade on an exam three weeks hence is so far off that many people are not motivated to do the reading. So they don't, and as a result, many people don't learn as much as they would if they did study their notes and did the reading. So the weekly quizzes are a way to provide you with immediate payoff. If you do the reading, review your notes prior to class and take the quiz 1) you get points added to your semester total; 2) you learn better than if you didn't do the reading or note reviewing 3) we will have better and more interesting class discussions (Helgelund, 2000). All quizzes will be multiple choice and short answer. There will be no make-up quizzes. We will have no other tests in this class.

Research Paper Critique: Another assignment for this class is to write a 5-7 page paper reviewing a research article related to child welfare. **THIS ARTICLE MUST COME FROM A SOCIAL WORK JOURNAL.** I highly recommend Child Welfare which contains generally up-to-date and informative articles about the world of child welfare. Other possible journals would be Social Work, Social Science Review, Children and Youth Services Review, Child and Adolescent Social Work Journal, and Orthopsychiatry.

This paper should consist of a summary of the article and your reaction to the article. Your reaction should indicate critical thinking. The summary should consist of the major points made in the article and your reaction should include not only whether you agree or don't agree with the major points of the article and why, but also how you can connect the article to some of the reading we have done. For instance, if it's an article on preventing Teen Pregnancy, you will want to look at the issues surrounding Teen Pregnancy in your textbook and indicate to what extent the article either amplifies on information in your textbook, is an example of something in your textbook, or provides an alternative viewpoint to something in your textbook. This paper is worth 20% of your grade. Please plan to turn in a copy of the article with your paper. This includes the reference page(s) of the article. Please note this paper is due at the beginning of class on that day. You will lose 3 points a day for each day it is late including the weekend!

Also note that papers should adhere to APA guidelines (4th edition) for citations. Please see the University guidelines on Academic Misconduct for information on how to avoid plagiarism. See me if you have questions about how to do this.

Source material used for this paper is expected to meet EPAS 2.1.6 Engage in research-informed practice and practice-informed research. In this instance, the research is literature review. Also EPAS 2.1.3. Apply critical thinking to inform and communicate professional judgments.

Advocacy Assignment: One of the most exciting assignments in this class is a presentation on advocacy! Class presentations will be worth **30%** of your grade. Working in groups of 4-5

persons, you are asked to select a problem facing a group of children or youth in your state or community and apply the steps of advocacy described in Chapter 12 to this problem or issue. An additional handout on this is provided. **This assignment is to facilitate gaining competency EPAS2.1.4 –Engage diversity and difference in practice (recognizing the extent to which a culture’s (or population) may oppress, marginalize, alienate, or create or enhance privilege and power; and also EPAS 2.1.5- Advance Human rights and social and economic justice (in particular to understand oppression and discrimination and advocate for human rights and social justice. Again, however I note that students in this course are, predominantly, not social work majors, however the above is critical in terms of understanding child welfare and social work.**

Advocacy Group Project

Working in groups of 4-5 persons, select a problem facing a group of children or youth in your state or community, apply the steps of advocacy to it, and make a presentation to the class.

For your presentation:

A. Identify the problem. Who says it’s a problem? Professionals? Documents you’ve read? Personal experience (if the latter - make sure that other people have indicated that it’s a problem also.) Try to be as specific as you can as to what the problem is. For instance, if you identify as a problem, child care in this state, what do you mean? The quality of child care? The high turnover rate of child care workers? The availability of child care?

B. Get factual information about the scope, nature, and dimensions of the problem. For instance, if you are focusing on the quality of child care, you may want to get information on how much training child care workers have about child development, required educational level, child/staff ratio, etc. This information can be obtained from state and child care agencies, and other sources.

C. Identify the target for advocacy; that is, the people or organization that can make the changes to improve the situation. Examples are legislators, the general public, news media, child care workers, etc. For this assignment, select only one group as the target.

D. Devise strategies for changing the situation. What advocacy tactic will you use? What was your reason for that selection? The following are possibilities:

Persuasion - providing the target system with additional information that will allow them to make a different decision. In the child care example, a possible tactic is to provide information to legislators on the correlation between turnover in child care workers and impact on children.

Identify the relevant regulatory body and file a grievance or complaint. For example, file a complaint about child care agencies that are violating state standards for staff/child ratio.

Publicize the problem and possibly embarrass the target through such tactics as letters to a newspaper, picketing, sit-ins, demonstrations, marches, etc.

Exert political pressure by contacting elected officials, either personally, or through a letter writing/e-mail, or phone campaign.

Organize a petition campaign by collecting signatures on a petition asking organization or agency to make a change. Where and how will you present the petition?

Remember you are not being asked to do the above - you are only being asked to plan the above.

Class Participation: Class participation is worth **10%** of your grade. I highly encourage people to participate in class. It is not only good practice for being a citizen of the world and for some of you, a social worker, but makes the class more interesting for you and me! Attendance is included in the participation grade, but participation means making your voice heard

READING

Required reading:

Downs, S.W., Moore, E., & McFadden, E.J.(2009). *Child welfare and family_services* (8th ed.). Boston: Pearson Publishers.

ISBN: 13: 978-0-205-57190-1 Available in bookstore. This most current edition of the text is required.

Strongly recommended reading both as a supplement to assigned readings and class discussions:

The encyclopedia of social work (2008), 20th edition. Washington, DC: NASW Press.

Sources from the *Encyclopedia* should be cited as per the author; similar to a refereed journal article.

Social work speaks- 2009/2012. Washington, DC: NASW Press

Sources for this book can be cited as per the title of the respective chapter and then the book itself.

The above strongly recommended readings are on reserve in program offices and are available for in room use; however not after one week before an assignment is due for which these could be useful.

Course Outline and Readings

Session 1 - Introduction to the course.

What's in the syllabus? What you can expect in this course. Information about your instructor, information about you. A little group work. A brief overview of child welfare. Read Chapter 1

Session 2- Introduction to Child and Family Services and the Rights and Responsibilities of Parents, Children and Government.

The service delivery system, the changing American family, policies for families and children,

how child welfare services are organized.

Quiz #1.

Session 3 - Family Support and Preventive Services –

Families at risk, single parent families, families with lesbian or gay parents, stepparent families, families of color, family support services, childbearing and family. Read Chapter 3.

Quiz #2.

Session 4 – Government Programs to Support Families.

Welfare reform and the family, other income programs for families with children, child development and day care. Read Chapter 2.

Quiz #3.

These units are designed to result in Learning Outcome EPAS 2.1.7 Apply knowledge of human behavior and the social environment and 2.1.7 Respond to contexts that shape practice

Session 5 – Child Welfare Principles and Practice.

Fundamental principles, the casework process, basic tasks of child welfare practice. Read Chapter 4. Quiz #4

Sessions 6 & 7 - Protecting Children from Abuse and Neglect.

How CPS developed, Reporting Laws, Ecological View of Child Maltreatment, Identification of abuse, neglect, psychological maltreatment and sexual abuse. Read Chapter 6. Quiz #5.

The above units are designed to result in Learning Outcomes as per Council on Social Work Education Accreditation Competency Requirement :EPAS 2.1.5 Advance human rights and social and economic justice and to prepare students to EPAS 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Session 8 - Family Preservation.

Characteristics, programs and practices of family preservation services and kinship care as family preservation. Read Chapter 7. Quiz #6.

Sessions 9 & 10 - Foster Care. Adoption and Safe Families Act, Multiethnic Placement Act and the Indian Child Welfare Act.

Characteristics of foster care, characteristics of children in care, needs of children in foster care, permanency planning, and types of foster care. Read Chapters 8 and 9. Quiz #7. **TURN IN NAME OF ARTICLE AND SOURCE FOR PAPER.**

Sessions 11 & 12 - Families by Adoption.

Historical development, adoption facts and patterns, legal framework for adoption, post adoption services, special needs adoption, kinship adoption, adoption of children of color, inter-country adoption. Read Chapter 10. Quiz #8.

PAPER DUE AT SESSION 12.

Session 13 - Law and Procedure. Court Intervention with Children, Youth and Families. The Juvenile Court, Court Procedures, Role of Persons in Court System with special emphasis on Social Worker Role. Read Chapter 5. Quiz #9.

Session 14. Juvenile Delinquency.

Historical development of juvenile delinquency services, the juvenile offender within juvenile court system, juvenile delinquency prevention and intervention strategies. Read Chapter 11. Quiz #10.

Sessions 15: Professional Responsibilities: Ethics and Advocacy

Read Chapter 12

This unit is designed to meet EPAS 2.1.2 Apply social work ethical principles to guide professional practice.

Sessions 16 and exam day: Class presentations on advocacy.

CHILD WELFARE WEB SITES

-Administration for Children and Families, U.S. Department of Health and Human Services
www.acf.dhhs.gov

-Adopt U.S. Kids www.AdoptUSKids.org

-American Academy of Pediatrics www.aap.org

-The American Bar Association Center for Children and the Law www.abanet.org/child/home.html

-American Humane Association www.americanhumane.org

-American Public Human Services Association www.apwa.org

-Anney E. Casey Foundation www.aecf.org

-Casey Journalism Center on Children & Families www.djc.umd.edu

-Center for Law and Social Policy www.movingideas.org

-Child Trends, Inc. www.childtrends.org

-Child Welfare Information Gateway www.childwelfare.gov

-Child Welfare League of America www.cwla.org

-Children, Youth, and Family Education and Research Network www.cyfernet.mes.umn.edu/index.html

-Children's Bureau, Administration for Children, Youth, and Families, U.S. Department of Health and Human Services www.acf.hhs.gov/

- Children's Defense Fund www.childrensdefense.org
- Children's Rights, Inc. www.childrensrights.org
- The Clearinghouse on International Development in Child, Youth, and Family Policies
www.childpolicyintl.org
- The Evan P. Donaldson Adoption Institute www.adoptioninstitute.org
- Families and Work Institute www.familiesandworkinst.org
- Family Life Development Center <http://child.cornell.edu/fldc.home.html>
- Federal Interagency Forum on Child and Family Statistics www.childstats.gov
- First Gov <http://firstgov.gov>
- Girls Study Group <http://girlsstudygroup.rti.org>
- Head Start Information and Publication Center www.headstartinfo.org
- Institute for Women Policy Research www.iwpr.org
- International Foster Care Organization www.Internationalfostering.org
- International Federation of Social Workers www.ifsw.org
- Kids Count www.aecf.org/aeckids.htm
- National Archives and Records Administration, Code of Federal Regulations
www.access.gpo.gov/nara/cfr/cfr-table-search.html
- National Association of Child Advocates www.childadvocacy.org
- National Association of Social Workers www.naswdc.org
- The National Campaign to Prevent Teen Pregnancy www.teenpregnancy.org
- National Center for Adoption Law and Public Policy www.adoptionlawsite.org
- National Center for Children in Poverty www.nccp.org
- National Center for Juvenile Justice www.ncjj.org
- National Center for School Engagement www.schoolengagement.org or www.truancyprevention.org
- National Center on Substance Abuse and Child Welfare www.ncsacw.samhsa.gov
- National Child Care Information Center www.nccic.org
- National Child Welfare Resource Center on Legal and Judicial Issues www.abanet.org/child
- National Child Welfare Resource Center for Organizational Improvement
www.muskie.usm.maine.edu/helpkids

- National Clearinghouse on Child Abuse and Neglect www.calib.com/nccanch
- National Council on Juvenile and Family Court Judges www.ncjfcj.unr.edu
- National Data Analysis System <http://ndas.cwla.org>
- National Family Preservation Network www.nfpn.org
- National Fatherhood Initiative www.fatherhood.org
- National Foster Parent Association www.kidsource.com/nfpa/index.html
- National Head Start Association www.nhsa.org
- National Indian Child Welfare Association www.nicwa.org
- National Institute of Child Health and Human Development www.nichd.nih.gov
- National Resource Center for Family Centered Practice and Permanency Planning
www.hunter.cuny.edu/socwork
- National Resource Center for Child Welfare Adoption www.nrcadoption.org
- North American Council on Adoptable Children www.nacac.org
- Office of Juvenile Justice and Delinquency Prevention <http://ojjdp.ncjrs.org>
- Prevent Child Abuse America www.preventchildabuse.org
- Race Matters Consortium www.racemattersconsortium.org
- THOMAS, Library of Congress <http://thomas.loc.gov>
- United States of America, All federal governmental agencies www.firstgov.gov
- United States Supreme Court www.uscourts.gov
- The Urban Institute www.urban.org
- U.S. Department of Education, Office of Safe and Drug-Free Schools www.ed.gov/osdfs
- U.S. Department of State www.state.gov/family/adoption or
www.travel.state.gov/family/adoption/intercountry
- U.S. Government Accountability Office (GAO) www.gao.gov
- Zero to Three: National Center for Infants, Toddlers, and Families www.zerotothree.org

GUIDELINES FOR ALL COURSES OFFERED BY THE SOCIAL WORK PROGRAM

ACADEMIC INTEGRITY

Exams and papers are expected to represent the student's own work. Information, ideas, and so forth which are attributable to others require documentation as such. In the event a student is unsure about documentation, please see the instructor at least several days prior to submission. Any exam or paper which misrepresents the work of others as the student's own will be counted as zero in the computation of the student's final grade. There may be additional sanctions for breaches of academic integrity.

POLICY ON SPECIAL CONDITIONS AND ACCOMMODATIONS

The following is the official University position in this regard. *Disability Services Statement: Students at Seton Hall University who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order to receive such accommodations students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation, and collaborate with the development of an accommodation plan. The DSS phone number is (973) 313-6003. For further information, please go to our website at; <http://studentaffairs.shu.edu/dss/>*

The Department of Social Work enthusiastically supports the intent and mandate of legislation/policy providing optimal learning environments for all students.

TERM PAPERS, EXAMS, AND OTHER LEARNING ASSIGNMENTS

Term papers and similar assignments are to be submitted on or before the final due date. For those assignments that are to be submitted in class by a specified date, this is defined as submitted to the instructor at the beginning of the class session. Late papers will be penalized one full grade for each calendar day late. Written assignments will not be accepted via e-mail. No staff or faculty member in the department of social work, other than the respective instructor, is authorized to receive/accept any written material from a student.

There are no automatic incomplete grades. Students who have reason to request such must do so by completing a formal request. Without an approved request for an incomplete grade, within the time frame required for processing (typically about one week), students will receive a grade of F for the course, which may be changed subsequently.

All social work courses, and thus respective learning assignments where applicable in each course, emphasize diversity, social justice, and values. Students are expected to complete exams and similar learning assignments on time. In the event a student misses an exam, only one make-up will be scheduled for all students who missed the exam. The instructor will schedule only one make-up exam session for each exam missed and this will be at the convenience of the instructor. Make-up exams can cover all content (lectures, readings, and so forth) for any particular learning unit being tested. Prior to the submission of final course grades, any makeup final exam which is arranged can and will cover content from readings, lectures, and other learning opportunities for the entire semester. Due to scheduling issues, it may not be possible to arrange a make-up for a

missed final exam until the subsequent semester and any make-ups must be tentatively scheduled and approved by the respective faculty member.

CLASS ATTENDANCE

Students are expected to attend all class sessions.

CITATION STYLE

Please note that the following is intended to help students think and write in a scholarly manner. It is designed to be helpful; not punitive. Particularly with regard to lower level courses, the Department recognizes that some students may have limited familiarity with scholarly writing. Students are strongly encouraged to speak with instructors regarding citations within the body of the text of any paper as well as on a Works Cited page.

For social work majors:

The Department of Social Work requires use of the APA style of citations used by the National Association of Social Workers. The Department recommends: (1) in the event a student is unsure of the use of this style, see the instructor early with a typed draft reflecting use of citations in the body of the paper and reference page(s); (2) purchase the Publication Manual published by the American Psychological Association; (3) compare style with any recent article in *Social Work*, the official journal of the National Association of Social Workers. This journal left justifies the first line of a reference and indents every subsequent line in a citation.

For non-social work majors:

Students majoring in disciplines other than social work may use the preferred style of their discipline.

For all students:

Internet sources are not acceptable as reference material for assignments with the exception of official government documents and websites and those materials that are scholarly and peer reviewed and available through social science search engines.

CLASS CANCELLATION

The class will meet as presented on the University calendar. Classes will not be cancelled unless: (1) the University cancels classes due to weather or other emergencies, and this will be announced on WOR radio, or (2) instructor emergency, in which event attempts will be made to notify the class as soon as possible if a substitute teacher is not available.

With timely prior written notice to students and the Director of the Program, and with approval of the Director of the Program, and at times with approval of the entire faculty, instructors reserve the right to modify syllabi as necessary.

The instructor reserves the right to revise and change the means of assessment during the semester.