University of Minnesota School of Social Work

Syllabus

SW 5905-Permanency in Child Welfare

Part I: Course information
SW 5905-Permanency in Child Welfare
2 credits

Faculty contact:
- Name:
- Email:
- Phone:
- Office Location:

Course descriptions:
  a. Short Version:
     This course provides knowledge and skill acquisition for advanced social work
     students in work toward achieving permanency for children receiving services
     within public, tribal & private child welfare systems. Topics for study include
     specific permanency interventions and child & family responses to different
     permanency options.
  b. Long Version
     This course provides depth and breadth in knowledge and skill acquisition for
     advanced social work students in their work toward achieving permanency for
     children receiving services within public, tribal and private child welfare
     systems. Students will develop knowledge and skills in concurrent planning,
     preparation for court and custody proceedings, and the process of obtaining
     orders for protection. Advanced content on implementation of and compliance
     with the Indian Child Welfare Act, customary adoption, kinship care and
     independent living provides students with deeper understanding of the range of
     permanency options. Course content also includes critical aspects of adoption
     (domestic, international) including issues of attachment, grief, loss, identity
     formation, and disruptions/dissolution.

Clinical Content for MN Social Work Licensure:
This course contains some clinical content, as required by the Minnesota Board of Social
Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The
number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>5</td>
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</table>
Part II: Course objectives
After successfully completing the course, students will be able to:

1. Identify the major time frames and themes in U.S. history of foster care and adoption
2. Identify the three major perspectives of the adoption triad and describe the main practice and clinical needs of each group
3. Identify and who is left out of the adoption triad, as well as the issues and remedies
4. Analyze the ways in which intersections of race, culture, nation, gender, sexual orientation and normative family values affect permanency/adoption/foster care
5. Describe the similarities and differences among kinship, foster care, Independent Living, customary adoption, domestic adoption and international adoption
6. Demonstrate best-practice permanency planning skills
7. Identify ethical issues and conflicts in permanency practice, policies, services
8. Demonstrate knowledge of the Juvenile Court processes and the social worker’s role within that structure

**Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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</thead>
<tbody>
<tr>
<td>• Foundation: Advocate for client access to the services of social work</td>
<td>Wk.1: Balancing multiple needs, goals, interests and clients; Examining personal and professional perspectives Wk.6: Multicultural approaches to permanency Wk.7: Kinship &amp; ICPC Wk.8,9: Foster care &amp; Independent living Wk. 12: Post-adoption supports &amp; services Wk. 13,14: Legal processes</td>
<td>In-class activities Online discussion Assignment - Transition Plan</td>
</tr>
<tr>
<td>• Foundation: Practice personal reflection and self-correction to assure continual professional development</td>
<td>Wk.1: Examining personal and professional perspectives Wk.6: Multicultural approaches to permanency</td>
<td>In-class activities</td>
</tr>
<tr>
<td>• Foundation: Attend to professional roles and</td>
<td>Wk.1: Examining personal and</td>
<td>In-class activities</td>
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<tr>
<td>boundaries</td>
<td>professional perspectives</td>
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<td>• Foundation: Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Wk.1: Balancing multiple needs, goals, interests and clients; Examining personal and professional perspectives Wk. 13,14: Legal processes</td>
<td>In-class activities</td>
</tr>
<tr>
<td>• Foundation: Use supervision and consultation.</td>
<td>Wk.1: Examining personal and professional perspectives</td>
<td>In-class activities</td>
</tr>
<tr>
<td>• Advanced: Apply knowledge of social services, policies and programs relevant to their area of practice</td>
<td>Wk.2: Permanency and adoption laws and history Wk.6: Multicultural approaches to permanency Wk.7: Kinship &amp; ICPC Wk.8,9: Foster care &amp; Independent living Wk.10,11: Int’l adoption &amp; domestic adoption</td>
<td>In-class activities Online discussion Assignment - Transition Plan</td>
</tr>
</tbody>
</table>

**Competency: 2.1.2 – Apply social work ethical principles to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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</thead>
<tbody>
<tr>
<td>• Foundation: Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>Wk.1: Examining personal and professional perspectives Wk.3: Use of technology Wk.6: Multicultural approaches to permanency</td>
<td>In-class activities Online discussion Final paper</td>
</tr>
<tr>
<td>• Foundation: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
<td>Wk.1: Examining personal and professional perspectives Wk.2: concurrent planning Wk.3: Siblings; use of technology Wk.4: Disruptions, attachment Wk.6: Multicultural approaches to permanency</td>
<td>In-class activities Online discussion Final paper</td>
</tr>
<tr>
<td>• Foundation: Tolerate ambiguity in resolving ethical</td>
<td>Wk.1: Balancing multiple needs, goals, interests and</td>
<td>In-class activities Online discussion</td>
</tr>
</tbody>
</table>
| Conflicts | Clients; Examining personal and professional perspectives  
Wk.2: Concurrent planning  
Wk.4: Disruptions, attachment  
Wk.6: Multicultural approaches to permanency | Final paper |
| --- | --- | --- |
| **Foundation: Apply strategies of ethical reasoning to arrive at principled decision.** | Wk.2: Concurrent planning  
Wk.4: Disruptions, attachment  
Wk.6: Multicultural approaches to permanency  
Wk.7: Kinship & ICPC | In-class activities  
Online discussion  
Final paper |
| **Advanced: Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.** | Wk.1: Balancing multiple needs, goals, interests and clients; Examining personal and professional perspectives  
Wk.3: Siblings; Use of technology  
Wk.4: Disruptions, attachment  
Wk.6: Multicultural approaches to permanency  
Wk.7: Kinship & ICPC  
Wk.8,9: Foster care & Independent living  
Wk.10,11: Int'l adoption & domestic adoption  
Wk.12: Post-adoption supports & services  
Wk. 13,14: Legal processes | In-class activities  
Online discussion  
Assignment - Transition Plan  
Final paper |

**Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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</thead>
</table>
| **Foundation: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom** | Wk.2: Concurrent planning  
Wk.3: Siblings  
Wk.7: Kinship & ICPC  
Wk.8,9: Foster care & Independent living  
Wk.10,11: Int'l adoption & domestic adoption  
Wk.12: Post-adoption supports & services | In-class activities  
Online discussion  
Assignment - Transition Plan |
| **Foundation: Analyze models of assessment, prevention,** | Wk.4: Disruptions, attachment | In-class activities  
Online discussion |
<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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</thead>
<tbody>
<tr>
<td><strong>Foundation:</strong> Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>Wk.1: Examining personal and professional perspectives Wk.2: Permanency and adoption laws and history Wk.6: Multicultural approaches to permanency Wk.7: Kinship &amp; ICPC Wk.10,11: Int’l adoption &amp; domestic adoption Wk. 12: Post-adoption supports &amp; services</td>
<td>In-class activities Assignment – customary adoption</td>
</tr>
<tr>
<td><strong>Foundation:</strong> Gain sufficient self-awareness to eliminate the</td>
<td>Wk.1: Balancing multiple needs, goals, interests and clients; Examining personal</td>
<td>In-class activities Online discussion Assignment - Transition Plan</td>
</tr>
<tr>
<td><strong>influence of personal biases and values in working with diverse groups</strong></td>
<td><strong>and professional perspectives</strong></td>
<td><strong>Assignment – customary adoption</strong></td>
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<td><strong>wk.6: Multicultural approaches to permanency</strong>&lt;br&gt;<strong>wk.7: Kinship &amp; ICPC</strong>&lt;br&gt;<strong>wk.8,9: Foster care &amp; Independent living</strong>&lt;br&gt;<strong>wk.10,11: Int’l adoption &amp; domestic adoption</strong>&lt;br&gt;<strong>wk.12: Post-adoption supports &amp; services</strong></td>
<td><strong>wk.1: Balancing multiple needs, goals, interests and clients</strong>&lt;br&gt;<strong>wk.2: Permanency and adoption laws and history</strong>&lt;br&gt;<strong>wk.6: Multicultural approaches to permanency</strong>&lt;br&gt;<strong>wk.7: Kinship &amp; ICPC</strong>&lt;br&gt;<strong>wk.8,9: Foster care &amp; Independent living</strong>&lt;br&gt;<strong>wk.10,11: Int’l adoption &amp; domestic adoption</strong>&lt;br&gt;<strong>wk.12: Post-adoption supports &amp; services</strong></td>
<td><strong>In-class activities</strong>&lt;br&gt;<strong>Online discussion</strong>&lt;br&gt;<strong>Assignment - Transition Plan</strong>&lt;br&gt;<strong>Assignment – customary adoption</strong></td>
</tr>
<tr>
<td><strong>• Foundation: Recognize and communicate their understanding of the importance of difference in shaping life experiences.</strong>&lt;br&gt;<strong>wk.1: Balancing multiple needs, goals, interests and clients</strong>&lt;br&gt;<strong>wk.2: Permanency and adoption laws and history</strong>&lt;br&gt;<strong>wk.6: Multicultural approaches to permanency</strong>&lt;br&gt;<strong>wk.7: Kinship &amp; ICPC</strong>&lt;br&gt;<strong>wk.8,9: Foster care &amp; Independent living</strong>&lt;br&gt;<strong>wk.10,11: Int’l adoption &amp; domestic adoption</strong>&lt;br&gt;<strong>wk.12: Post-adoption supports &amp; services</strong></td>
<td><strong>In-class activities</strong>&lt;br&gt;<strong>Assignment - Transition Plan</strong></td>
<td><strong>Online discussion</strong>&lt;br&gt;<strong>Assignment - Transition Plan</strong></td>
</tr>
<tr>
<td><strong>• Foundation: View themselves as learners and engage those with whom they work as informants.</strong>&lt;br&gt;<strong>wk.1: Balancing multiple needs, goals, interests and clients; Examining personal and professional perspectives</strong></td>
<td><strong>wk.2: concurrent planning</strong>&lt;br&gt;<strong>wk.6: Multicultural approaches to permanency</strong>&lt;br&gt;<strong>wk.7: Kinship &amp; ICPC</strong>&lt;br&gt;<strong>wk.8,9: Foster care &amp; Independent living</strong>&lt;br&gt;<strong>wk.10,11: Int’l adoption &amp; domestic adoption</strong>&lt;br&gt;<strong>wk.12: Post-adoption supports &amp; services</strong></td>
<td><strong>In-class activities</strong>&lt;br&gt;<strong>Assignment - Transition Plan</strong></td>
</tr>
<tr>
<td><strong>• Advanced: Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</strong></td>
<td><strong>wk.1: Balancing multiple needs, goals, interests and clients</strong>&lt;br&gt;<strong>wk.2: concurrent planning</strong>&lt;br&gt;<strong>wk.6: Multicultural approaches to permanency</strong>&lt;br&gt;<strong>wk.7: Kinship &amp; ICPC</strong>&lt;br&gt;<strong>wk.8,9: Foster care &amp; Independent living</strong>&lt;br&gt;<strong>wk.10,11: Int’l adoption &amp; domestic adoption</strong>&lt;br&gt;<strong>wk.12: Post-adoption supports &amp; services</strong></td>
<td><strong>In-class activities</strong>&lt;br&gt;<strong>Online discussion</strong>&lt;br&gt;<strong>Assignment - Transition Plan</strong></td>
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**EP 2.1.5 – Advance human rights and social and economic justice**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

<p>| <strong>• Foundation: Understand the forms and mechanisms of</strong>&lt;br&gt;<strong>wk.1: Balancing multiple needs, goals, interests and clients</strong> | <strong>In-class activities</strong>&lt;br&gt;<strong>Online discussion</strong> | <strong>In-class activities</strong>&lt;br&gt;<strong>Assignment - Transition Plan</strong> |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Course Content</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oppression and discrimination</td>
<td>Wk.2: Permanency and adoption laws and history</td>
<td>Assignment - Transition Plan</td>
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<tr>
<td>Wk.6: Multicultural approaches to permanency</td>
<td>Assignment - Transition Plan</td>
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<td>Wk.8,9: Foster care &amp; Independent living</td>
<td>Assignment - Transition Plan</td>
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<td>Wk.10,11: Int’l adoption &amp; domestic adoption</td>
<td>Assignment - Transition Plan</td>
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<tr>
<td>Foundation: Advocate for human rights and social and economic justice</td>
<td>Wk.6: Multicultural approaches to permanency</td>
<td>In-class activities</td>
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<tr>
<td>Wk.8,9: Foster care &amp; Independent living</td>
<td>Online discussion</td>
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<td>Wk.13,14: Legal processes</td>
<td>Assignment - Transition Plan</td>
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<tr>
<td>Foundation: Engage in practices that advance social and economic justice.</td>
<td>Wk.2: concurrent planning</td>
<td>In-class activities</td>
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<tr>
<td>Wk.6: Multicultural approaches to permanency</td>
<td>Online discussion</td>
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<td>Wk.7: Kinship &amp; ICPC</td>
<td>Assignment - Transition Plan</td>
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<td>Wk.8,9: Foster care &amp; Independent living</td>
<td>Assignment - Transition Plan</td>
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<td>Wk.12: Post-adoption supports &amp; services</td>
<td>Assignment - Transition Plan</td>
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<td>Advanced: Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.</td>
<td>Wk.1: Balancing multiple needs, goals, interests and clients;</td>
<td>In-class activities</td>
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<tr>
<td>Wk.2: Permanency and adoption laws and history</td>
<td>Online discussion</td>
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<td>Wk.6: Multicultural approaches to permanency</td>
<td>Assignment - Transition Plan</td>
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<td>Wk.8,9: Foster care &amp; Independent living</td>
<td>Assignment - Transition Plan</td>
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<td>Wk.10,11: Int’l adoption &amp; domestic adoption</td>
<td>Assignment - Transition Plan</td>
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<td>Wk.12: Post-adoption supports &amp; services</td>
<td>Assignment - Transition Plan</td>
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**EP 2.1.6 – Engage in research-informed practice and practice-informed research**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foundation: Use practice experience to inform scientific inquiry</td>
<td>Final paper assignment</td>
<td>Final paper</td>
</tr>
<tr>
<td>• Foundation: Use research evidence to inform practice.</td>
<td>Wk.2: concurrent planning Wk.3: Siblings</td>
<td>Online discussion In-class activities</td>
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<td>Week</td>
<td>Topics</td>
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<td>5</td>
<td>Attachment, grief, loss &amp; separation</td>
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<td>7</td>
<td>Kinship &amp; ICPC</td>
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<td>8,9</td>
<td>Foster care &amp; Independent living</td>
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<td>10,11</td>
<td>Int’l adoption &amp; domestic adoption</td>
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<td>12</td>
<td>Post-adoption supports &amp; services</td>
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</table>

**Assignment - Transition Plan**

**Assignment – customary adoption**

**Final paper**

- **Advanced:** Demonstrate ability to evaluate practice and/or programs in an area of concentration
- **Final paper**

- **Advanced:** Demonstrate ability to use practice experience to shape research questions, methods and processes to advance knowledge in an area of concentration.
- **Final paper**

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**Competency: 2.1.7 – Apply knowledge of human behavior and the social environment**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation:</strong> Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.</td>
<td>Wk.3: Siblings</td>
<td>In-class activities</td>
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<td></td>
<td>Wk.4: Disruptions, attachment</td>
<td>Online discussion</td>
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<td></td>
<td>Wk.5: Attachment, grief, loss &amp; separation</td>
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<td></td>
<td>Wk.6: Multicultural approaches to permanency</td>
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<tr>
<td><strong>Foundation:</strong> Critique and apply knowledge to understand person and environment.</td>
<td>Wk.3: Siblings</td>
<td>In-class activities</td>
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<tr>
<td></td>
<td>Wk.4: Disruptions, attachment</td>
<td>Online discussion</td>
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<td></td>
<td>Wk.5: Attachment, grief, loss &amp; separation</td>
<td>Assignment – customary adoption</td>
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<td>Wk.6: Multicultural approaches to permanency</td>
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<tr>
<td><strong>Advanced:</strong> Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and</td>
<td>Wk.3: Siblings</td>
<td>In-class activities</td>
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<td>Wk.4: Disruptions, attachment</td>
<td>Online discussion</td>
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<td>Wk.5: Attachment, grief, loss &amp; separation</td>
<td>Assignment - Transition Plan</td>
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<td>Wk.8,9: Foster care &amp; Independent living</td>
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<td>Evaluation in their area of practice</td>
<td>Wk.10,11: Int'l adoption &amp; domestic adoption</td>
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**EP 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

- **Foundation:** Analyze, formulate, and advocate for policies that advance social well-being
  - Wk.2: Permanency and adoption laws and history
  - Wk.6: Multicultural approaches to permanency
  - Wk.13,14: Legal processes

- **Foundation:** Collaborate with colleagues and clients for effective policy action.
  - Assignment - Transition Plan

**Competency: 2.1.9 – Respond to contexts that shape practice**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

<table>
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<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation:</strong> Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>Wk.1: Balancing multiple needs, goals, interests, clients</td>
<td>In-class activities Assignment – customary adoption</td>
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<tr>
<td>Wk.3: Use of technology</td>
<td>Wk.6: Multicultural approaches to permanency</td>
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<td>Wk.12: Post-adoption supports &amp; services</td>
<td>Wk.13,14: Legal processes</td>
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<tr>
<td><strong>Advanced:</strong> Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.</td>
<td>Wk.2: Permanency and adoption laws and history</td>
<td>In-class activities Online discussion Assignment - Transition Plan</td>
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<tr>
<td>Wk.6: Multicultural approaches to permanency</td>
<td>Assignment – customary adoption</td>
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<td>Wk.7: Kinship &amp; ICPC</td>
<td>Wk.8,9: Foster care &amp; Independent living</td>
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<tr>
<td>Wk.10,11: Int'l adoption &amp; domestic adoption</td>
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| **Advanced:** Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in | Wk.6: Multicultural approaches to permanency | In-class activities Online discussion Assignment - Transition Plan |
| Wk.7: Kinship & ICPC | Assignment – Transition Plan | |
their area of practice. | Wk. 12: Post-adoption supports & services
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**Foundation Competency:** 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

| • Engage: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities | Wk.2: concurrent planning  
Wk.3: Siblings  
Wk.4: Disruptions, attachment  
Wk.6: Multicultural approaches to permanency  
Wk.7: Kinship & ICPC  
Wk.8,9: Foster care & Independent living  
Wk.10,11: Int’l adoption & domestic adoption  
Wk. 12: Post-adoption supports & services  
Wk. 13,14: Legal processes | In-class activities  
Online discussion  
Assignment - Transition Plan |
| • Engage: Use empathy and other interpersonal skills | Wk.2: concurrent planning  
Wk.3: Siblings  
Wk.4: Disruptions, attachment  
Wk.6: Multicultural approaches to permanency  
Wk.7: Kinship & ICPC  
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Wk.10,11: Int’l adoption & | In-class activities  
Online discussion  
Assignment - Transition Plan |
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<tr>
<th>Topic</th>
<th>Week Details</th>
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<tr>
<td><strong>Domestic Adoption</strong></td>
<td>Wk. 12: Post-adoption supports &amp; services</td>
<td>In-class activities</td>
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<td><strong>Wk. 2: Concurrent Planning</strong></td>
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<td><strong>Assignment - Transition Plan</strong></td>
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<tr>
<td><strong>Assess: Collect, organize, and interpret client data</strong></td>
<td>Wk.2: concurrent planning</td>
<td>In-class activities</td>
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<td><strong>Wk. 3: Siblings</strong></td>
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<td><strong>Assignment - Transition Plan</strong></td>
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<td><strong>Assess: Assess client strengths and limitations</strong></td>
<td>Wk.2: concurrent planning</td>
<td>In-class activities</td>
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<td><strong>Assess: Develop mutually agreed-on intervention goals and objectives</strong></td>
<td>Wk.2: concurrent planning</td>
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<td><strong>Assignment - Transition Plan</strong></td>
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<tr>
<td><strong>Assess: Select appropriate intervention strategies.</strong></td>
<td>Wk.2: concurrent planning</td>
<td>In-class activities</td>
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<td><strong>Wk. 3: Siblings</strong></td>
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<td><strong>Assignment - Transition Plan</strong></td>
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<tr>
<td><strong>Intervene: Initiate actions to achieve organizational goals</strong></td>
<td>Wk.3: Siblings</td>
<td>In-class activities</td>
</tr>
<tr>
<td><strong>Intervene: Implement prevention interventions that enhance client capacities</strong></td>
<td>Wk.4: Disruptions, Attachment</td>
<td>Online discussion</td>
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<td><strong>Wk. 5: Attachment, grief, loss &amp; separation</strong></td>
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<td><strong>Wk. 6: Multicultural approaches to permanency</strong></td>
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</table>
- **Intervene: Help clients resolve problems**
  - Wk.3: Siblings
  - Wk.4: Disruptions, attachment
  - Wk.5: Attachment, grief, loss & separation
  - Wk.7: Kinship & ICPC
  - Wk.10,11: Int'l adoption & domestic adoption
  - Wk. 12: Post-adoption supports & services
  - **In-class activities**
  - **Online discussion**
  - **Assignment - Transition Plan**

- **Intervene: Negotiate, mediate, and advocate for clients**
  - Wk.2: concurrent planning
  - Wk.3: Siblings
  - Wk.4: Disruptions, attachment
  - Wk.5: Attachment, grief, loss & separation
  - Wk.6: Multicultural approaches to permanency
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  - Wk.10,11: Int'l adoption & domestic adoption
  - Wk. 12: Post-adoption supports & services
  - **In-class activities**
  - **Online discussion**
  - **Assignment - Transition Plan**

- **Intervene: Facilitate transitions and endings.**
  - Wk.2: concurrent planning
  - Wk.3: Siblings
  - Wk.4: Disruptions, attachment
  - Wk.5: Attachment, grief, loss & separation
  - Wk.7: Kinship & ICPC
  - Wk.8,9: Foster care & Independent living
  - Wk.10,11: Int'l adoption & domestic adoption
  - Wk. 12: Post-adoption supports & services
  - **In-class activities**
  - **Online discussion**
  - **Assignment - Transition Plan**

- **Evaluate: Social workers critically analyze, monitor, and evaluate interventions.**
  - **Final paper**
  - **Final paper**

---

**Families & Children Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through</th>
<th>Assessed</th>
</tr>
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</table>

| Advanced - Engage: Use empathy and sensitive interviewing skills to engage individuals and families in identifying their strengths and problems. | Wk.2: concurrent planning  
Wk.3: Siblings  
Wk.4: Disruptions, attachment  
Wk.5: Attachment, grief, loss & separation  
Wk.6: Multicultural approaches to permanency  
Wk.7: Kinship & ICPC  
Wk.8,9: Foster care & Independent living  
Wk.12: Post-adoption supports & services | In-class activities  
Online discussion  
Assignment - Transition Plan |
| Advanced - Engage: Establish rapport and maintain effective working relationships with families and children. | Wk.2: concurrent planning  
Wk.3: Siblings  
Wk.4: Disruptions, attachment  
Wk.5: Attachment, grief, loss & separation  
Wk.6: Multicultural approaches to permanency  
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Wk.8,9: Foster care & Independent living  
Wk.12: Post-adoption supports & services  
Wk.13,14: Legal processes | In-class activities  
Online discussion  
Assignment - Transition Plan |
| Advanced - Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in social work practice with families and children. | Wk.2: concurrent planning  
Wk.3: Siblings  
Wk.4: Disruptions, attachment  
Wk.5: Attachment, grief, loss & separation  
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Wk.8,9: Foster care & Independent living  
Wk.12: Post-adoption supports & services  
Wk.13,14: Legal processes | In-class activities  
Online discussion  
Assignment - Transition Plan |
| Advanced - Assess: Conduct comprehensive biopsychosocial, spiritual and culturally appropriate assessments as needed for social practice with families and children | Wk.2: concurrent planning  
Wk.3: Siblings  
Wk.4: Disruptions, attachment  
Wk.5: Attachment, grief, loss & separation | In-class activities  
Online discussion |
| Advanced - Assess: Administer | Wk.2: concurrent planning | In-class activities |
and interpret standard assessment and diagnostic tools that are appropriate for use in social work practice with families and children (e.g., risk assessment, family strengths scale)

<table>
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<tr>
<th></th>
<th>Wk.3: Siblings</th>
<th>Wk.4: Disruptions, attachment</th>
<th>Wk.5: Attachment, grief, loss &amp; separation</th>
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<td>Online discussion</td>
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- **Advanced - Assess:** Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to social work practice with families and children, as well as to determine their existing strengths and assets.

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<tr>
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<th>Wk.2: concurrent planning</th>
<th>Wk.3: Siblings</th>
<th>Wk.4: Disruptions, attachment</th>
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<td>In-class activities</td>
<td>Online discussion</td>
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- **Advanced - Intervention:** Use appropriate evidenced-based interventions to help families and children resolve identified and agreed upon problems.

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<th></th>
<th>Wk.2: concurrent planning</th>
<th>Wk.3: Siblings</th>
<th>Wk.4: Disruptions, attachment</th>
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<td></td>
<td>In-class activities</td>
<td>Online discussion</td>
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- **Advanced - Intervention:** Implement evidenced-based interventions that enhance family and child capacities.

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<th>Wk.2: concurrent planning</th>
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<th>Wk.4: Disruptions, attachment</th>
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<td>In-class activities</td>
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- **Advanced - Intervention:** Intervene at different levels to achieve the agreed upon desired practice outcomes.

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<th>Wk.2: concurrent planning</th>
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- **Advanced - Intervention:** Maintain accurate records documenting the assessment, interventions and outcomes.

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<th>Wk.2: concurrent planning</th>
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- **Advanced - Evaluate:** Apply research skills to analyze, monitor, evaluate and improve treatment alliance and interventions and programs in social work practice with families and children.

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Part III: Course requirements

Required texts and materials


Required articles have been placed on E-reserve through the library for this course http://www.lib.umn.edu/services/eres

This course has a Moodle site. Students are expected to utilize the course site to access readings, resources and participate in other assigned course activities.

Assignments

Course Participation: 15 points. Points are earned weekly through active participation in discussion, role plays, group activities, and respectful, appropriate, attentive body language.

POINTS ASSIGNED WEEKLY

Customary Adoption paper: 5 points. Write a 2 page summary of a journal article which discusses customary adoption in any country of the world. Be prepared to share key elements of the article in class discussion. DUE SESSION 6

Online Discussion: 25 points. Online discussions of CW 360 articles-Over the course of sessions 3, 4, 5, 9 students will select three articles of their choice from the assigned issue of CW360. In small groups (assigned by the instructor during week 1), students will engage in online discussions PRIOR to the class period for which the articles were assigned. One student for each week is identified as the ‘leader’. Leaders should discuss the articles, why they selected them,
what they learned from reading them and what questions then have been left with. Group member should engage in discussion around the writings of the leaders and can also introduce elements from other articles (if those they selected differed from the leader). DUE SESSIONS 3, 4, 5, 9

Transition Planning: 20 Points. During class session 9, students will begin to engage with a partner in writing a transition plan for an adolescent preparing to age out of foster care to independent living. Outside of class, students will repeat these activities, utilizing the knowledge acquired over the course of the semester to construct a Transition plan for a child (see scenarios provided by instructor) as they move into a ‘permanent’ placement. Some students will prepare children for kinship care or adoptions while others will return home. Students will also be asked to prepare a plan for working with the child if a disruption occurs. DUE SESSION 11

Final paper: 35 Points. -Select a topic from class which presents an ethical scenario or dilemma. Thoroughly describe the scenario/dilemma (1-2 pages) and complete a brief literature review (5 pages) and discuss current practice knowledge related to this circumstance. Take a position and utilize the research to support your decision. Be sure to discuss the impact on all parties and systems involved (10-12 pages). DUE FINALS WEEK

Grading Structure

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Course Participation</td>
<td>15</td>
<td>Entire Course</td>
</tr>
<tr>
<td>Customary Adoption Paper</td>
<td>5</td>
<td>Session 6</td>
</tr>
<tr>
<td>Online article discussion</td>
<td>25</td>
<td>Sessions 3-5,9</td>
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<tr>
<td>Transition Plan</td>
<td>20</td>
<td>Session 11</td>
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<tr>
<td>Final Paper</td>
<td>35</td>
<td>Finals Week</td>
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Grading Scale

- A = 93 - 100
- A- = 90 - 92
- B+ = 87 - 89
- B  = 83 - 86
- B- = 80 - 82
- C+ = 77 - 79
- C  = 73 - 76
- C- = 70 - 72
- D+ = 67 - 69
- D  = 60 - 66

Students who are taking this class S/N must earn at least 70 points in order to receive a grade of S.

Course Policies

There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.
Part IV: Course content

Session Plan

Session: 1

Topic Introduction and Review of Course Objectives
Balancing multiple needs, goals, interests, clients

Session: 2

Topics: Skills for Achieving Permanency
   A. Permanency and adoption Laws and History
   B. Concurrent Planning

Required Readings:
Henry text Chapter 1 pgs. 1-24
Kerman text Chapters 5&6 pgs 88-122

Supplemental Readings (2):
Kerman text Chapters 7&8 pgs 127-155

Related Session Activities
Lecture
Sm. Group discussion

Other Resources
MEPA Video Podcast [http://www.nrcadoption.org/webcasts-2/mepa/]

Session 3:

Topics: A. Sibling Separation
   B. Use of Technology in permanency services and case planning

Required Readings:

CW360 2011 Issue- choose 3 articles to read. Be prepared to discuss on Moodle key points of each article in assigned groups.

Related Session Activities
Lecture
Online and in-person (continuation) small group discussion
Session 4:
Topics:
A. Disruptions
B. Attachment

Required Readings:

CW360 2010 Issue- choose 3 articles to read. Be prepared to discuss on Moodle key points of each article in assigned groups.

Related Session Activities
Lecture
Online and in-person (continuation) small group discussion

Session 5:
Topics:
A. Attachment (cont.)
B. Grief
C. Loss
D. Separation

Required Readings:

CW360 2010 Issue-choose 3 ADDITIONAL articles to read. Be prepared to discuss on Moodle key points of each article in assigned groups.

Related Session Activities
Lecture
Online and in-person (continuation) small group discussion

Session 6:
Topics: Multicultural approaches to Permanency
A. Afro-centric views on permanency
B. ICWA
C. Customary Adoption
Required Readings:


Henry text Chapter 2 pgs. 25-33


Supplemental Reading:


Related Session Activities

Lecture
Small group discussions
Speech Simulation (students assume roles portrayed within the speech identified in the assigned reading)

Session 7:
Topics:

A. Kinship Care
B. Interstate Compact Arrangements

- Preparing youth
- Preparing families
- Specific interventions
- Agencies Roles and Responsibilities
- Ethical Considerations
• Diversity Considerations

Required Readings:
Kerman text Chapters 9 & 10 pgs 156-186

Related Session Activities
Lecture
Role Play-Scenarios for the PACC curriculum

Session 8:
Topics: Foster Care

• Preparing youth
• Preparing families
• Specific interventions
• Agencies Roles and Responsibilities
• Ethical Considerations
• Diversity Considerations

Required Readings:
Kerman text Chapters 1& 2 pgs 13-39

Supplemental Readings:
Kerman text Chapter 15 pgs 266-290

Related Session Activities
Lecture
Role Play-Scenarios for the PACC curriculum

Other Resources:
Foster Care alumni website http://www.fostercarealumni.org/
UTube video http://www.youtube.com/watch?v=BwK_XdK3DLw&feature=relmfu

Casey Family Programs-Foster Care Alumni Studies
http://www.casey.org/Resources/Initiatives/FosterCareAlumniStudies/

Session 9:
Topics: Independent Living
• Preparing youth  
• Preparing families  
• Specific interventions  
• Agencies Roles and Responsibilities  
• Ethical Considerations  
• Diversity Considerations

**Required Readings:**  
Kerman text Chapters 3 & 4 pgs 40-87  
CW360 2009 Issue- choose 3 articles to read. Be prepared to discuss on Moodle key points of each article in assigned groups.

**Related Session Activities**  
Lecture  
Prepare a Transition Plan (student pairs)  
Online and in-person discussion of the CW360 articles

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**Session 10:**  
**Topics:** Adoption-International  
The adoption Triad  
• Preparing youth  
• Preparing families  
• Specific interventions  
• Agencies Roles and Responsibilities  
• Ethical Considerations  
• Diversity Considerations

**Required Readings:**  
Henry text Chapters 6 & 7 pgs 64-106

**Related Session Activities**  
Lecture  
Guest speaker-Jae Ran Kim, CASCW PACC Coordinator and Internationally known expert on adoption

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**Session 11:**  
**Topics:** Adoption-Domestic
• Preparing youth
• Preparing families
• Specific interventions
• Agencies Roles and Responsibilities
• Ethical Considerations
• Diversity Considerations

Required Readings:
Henry text Chapters 4 & 5 pgs. 47-63

Supplemental Reading:
Kerman text Chapter 14 pgs 244-265

Related Session Activities
Lecture
Role Play-Scenarios for the PACC curriculum

Session 12:
Topics: Post-Adoption Services & Supports

Required Readings:
Henry text Chapter 8 pgs. 107-126


Related Session Activities
Lecture
Guest Speaker-Ginny Blade of North American Council on Adoptable Children (NACAC)

Other Resources:
http://www.nacac.org/postadopt/postadopt.html

Session 13:
Topics: Legal Processes
A. Reasonable Efforts
B. Active Efforts
C. Ethics and Legal liabilities

Required Readings:
Minn. Stat. 260C.201, Subd. 11
http://www.revisor.leg.state.mn.us/stats/260C/

http://www.revisor.leg.state.mn.us/stats/260C/


Supplemental Readings:
Henry text Chapter 3 pgs. 34-46
Kerman text Chapter 11 pgs 187-209

Related Session Activities
Lecture
Short Simulation

Session 14:
Topics: Legal Processes
A. Court Reports
B. Preparing for Court/Custody Hearings

Required Readings:

Related Session Activities
Lecture
Video-testifying in court; A guide for child protective services workers

Session 15:
Topics: Tribal Court

Required Readings:

Utilizing the Tribal Court Clearinghouse, review the webpages listed below

Related Session Activities
Lecture
Guest Speaker-TBD

Resources:
Tribal Court Checklist

Additional Bibliography


