

SW 8301 Fall 2004
University of Minnesota
School of Social Work

SW 8301 – Advanced Child Welfare Practice
(3 Credits)

Course Description:

This course covers the theory and application of social work practice within the realm of child welfare. Theory, policy, and research will be discussed to create competence and understanding of child welfare practice.

Course Objectives:

Upon successful completion of this course, students will:

1. Understand child welfare practice in a systems context that includes legal mandates, child and family welfare, communities and neighborhoods, interventions and agencies. That systems context contains an awareness of the relation between members of historically oppressed groups and child welfare services.
2. Be familiar with advanced child welfare practice across settings, including child protection, foster care, adoption and education among others and include innovations such as family case conferencing and alternative response.
3. Be aware of values influencing child welfare practice, including emphases on child well being and family support.
4. Be able to apply general principles, then identify and critically assess best practices for advanced child welfare practice in a specific child welfare setting or problem.
5. Be aware of the impact of substance abuse on child and family welfare.
6. Be able to implement skills in assessment including both risks and strengths.
7. Employ understanding of resilience and skills in cultural competence in establishing collaborative relationships.
8. Have knowledge and skills to apply to advanced child welfare practice based on Solution-Focused and involuntary client approaches.
9. Have skills in making clear informative presentations to other students and the instructor both verbally and in writing to assist in developing skills in dissemination of child welfare knowledge and skills.

10. Have effectively collaborated with a student team in developing an informative, engaging class presentation.

REQUIRED READING MATERIAL:

The course includes three texts, a reading packet available at the St. Paul Book Store, and articles downloadable from session modules in the course web site. Hence, those articles in the syllabus marked ^{PACKET} are contained in a required packet available at the bookstore. Additional required readings are available through webct modules. Some are downloadable through the University of Minnesota library and are ^{ERESERVE}. Others can be downloaded directly through the module and a link to the journal is provided in the lesson plan for each module.

Pecora, P., Whittaker, J., Maluccio, A., Barth, R.P & Plotnick, R.D.. (2000). *The Child Welfare Challenge: Policy, Practice, and Research*. New York: Aldine de Gruyter.

Berg, I.K. & Kelly, S. (2000). *Building solutions in child protective services*. New York: W.W. Norton.

Rooney, R.H. (1992). *Strategies for Work With Involuntary Clients*. New York: Columbia.

COURSE REQUIREMENTS AND GRADING:

- 1) **WEB POSTINGS (25%)** A substantial part of your learning will occur through participation in the course website on WebCt. This form of learning requires active learning, critical thinking, integration of thoughts, experiences and readings. You are required to a) post one review of a required reading, b) review one web site, c) post a substantive reflections on the application of course work to your practice, and d) respond to other student's submissions. Additional submissions will be considered for extra credit.
 - a. **Post a review of a required reading (5 %).** Throughout the course, there will be many required articles available through a course packet and downloadable through ereserve. You may not be able to read all thoroughly. However, through the assistance of classmembers, we can achieve thorough reviews of those articles. You can select an article during one of the first two sessions for a review during a later part of the course. You are to post at least one review of a course reading in the course discussion board on the web. In order to review most of those available, there will only be two student reviews permissible per article. Your review should be 1-2 pages long. You are advised to type your review with a word processor and paste it into your report to the bulletin board for WebCt. Your review should include: a) posting your assessment of key points in the reading through webct prior to the session in which it will be discussed; b) posing questions for other students stimulated by the article in your review. Be advised that you may also be asked to comment verbally on your review in the subsequent class session.

b. **Post a review of one web site (5%).** As above, you are to select among the web readings and sites or find your own related to advanced child welfare. As with articles, you may select from those in the syllabus and plan ahead for your review during the first and second sessions. Be advised that you may also be asked to comment verbally on your web site in the subsequent class session. You may also report on web sites that you find on your own. That review should include:

- What is the site about?
- How does it relate to child welfare?
- Briefly what did you learn from it?
- What questions does it raise for you?
- How would you rate the site according to utility for the course? (1= not useful; 3=useful; 5=very useful).

c) **Post a substantive reflection on the application of course work to your practice (10%).** You are to compose a thoughtful reflection on course work, course readings and class sessions as they pertain to your child welfare experience either in field or work settings. Be sure to protect confidentiality of your setting and clients in this review. This reflection should be about 2-4 pages long. It is recommended that you type your reflection with a word processor and paste it into the bulletin board on Web Ct. You may choose to submit additional reflections for extra credit. Your review should include

- Posing the issue or situation you are concerned about
- Describe case circumstance pertinent to the issue
- Reflect on course readings, class sessions, other web postings and other resources as they pertain to your issue and situation . Do so in ways that are clear to other readers about the sources you are citing.
- Reflect on questions this issue or case raised for you that you would share with others
- Reflect on learnings you take from the situation

d) **Respond to other students and the instructor on the bulletin board (5%).** You are to read and comment on other student's reflections and reviews. Such comments should be substantive, beyond "great stuff" to reflect comprehension and thoughtful commentary. Comments need not however be lengthy, but should occur at least weekly. Hello or "I agree" is not a substantive contribution. You must support a position, begin a new topic, or add to an existing discussion. A substantive response might consist of a different point of view, a disagreement that includes fact to support your point, or an "aha" moment. Use proper English (grammar, sentence structure, and punctuation) in your postings. All your online interactions must be professional and observe good "netiquette" as follows:

- Check the discussion areas frequently and respond appropriately to the subject being discussed
- Discuss only one subject per message, and use a pertinent title
- Capitalize words only for titles (capitalized words may be read as shouting).
- Provide full citations for all your quotes, references and sources.
- When posting a long message, warn readings at the beginning that it will be lengthy.

- Don't forward other students' messages without their permission.
- Use humor carefully in the beginning of the course. In the absence of face-to-face cues, it can be misinterpreted as criticism until students are more familiar with each other

2) Class Presentation: Session presentation with handouts (25% of course grade)

One of the goals of this course is to assist you in becoming an effective trainer and potential supervisor for disseminating child welfare knowledge and skills. Consequently, as a member of a student group, you will be responsible for coordinating and presenting content on child welfare practice with specific problems and settings on one of 7 dates and topics. You may select the group you will be part of, however groups should be roughly comparable in size.

- a. Each group is responsible for coordinating two hours of the session.
- b. Your group is encouraged to bring in appropriate guest speakers as resources for one of your two hours. You may choose to solicit materials from your guest speakers and/or have them review your own materials. In some cases, I can provide you with a list of potential speakers who may be able to take part in your session. You are particularly encouraged to bring in consumers of services to assist in educating us (children who are in out-of-home care or have been, biological parents, foster parents, etc.). For example, consumers of service can speak from their experience about what has worked best and less well with them
- c. The other hour of your presentation should include a well-organized presentation of key points related to your topic, including required readings and those you have selected. All members of the group are expected to play critical roles in your presentation. Your presentation should include appropriate visuals and handouts. Reading verbatim from visuals and handouts without elaborating is not good training practice. Your presentation should draw from assigned readings as well as additional resources found by your group. Your handouts should include appropriate proper citations and reference pages.
- d. Your presentation should engage class members as active participants. Assume that students have done the readings for the day and do not "spoon feed" them as passive recipients.
- e. Your presentation should also include an application in the form of case study and or role play that involves your group and/or other class members.
- f. You should alert class members to appropriate web sites related to your topic.

Critical questions to guide your presentation should include:

- What are key definitions? E.g. what do we mean by kinship care?
- Describe key characteristics of the setting or problem. For example, what are the critical components of adoption services?
- Describe best practices and your evidence for them. That is, what is specific guidance for ethical, effective child welfare practice with this problem or in this setting? Assess those practices critically and suggest how we would know if they are effective.
- Provide a demonstration of best practice. This may be a role play, video, case study/vignette or other method of your choosing.

- Provide an application situation that will involve students in practicing their learning. This might take the form of a role play or case study of a vignette.
 - Review continuing dilemmas, unresolved issues, and needs for the future
- 3) **Final Project (40%):** You have two options for your final project. You may choose to develop an individual paper applying best practices to your own field or practice setting. You may also choose to develop and share a training innovation demonstrating knowledge and skills critical to advanced child welfare practice.
- a. **Option A:** Develop a paper that includes an application of best practices in your own field or practice setting. This paper may build on one of the group presentations or you may also choose a new topic. In any case, your paper must reflect your own application of best practices to a problem or setting.
 - i. The paper should hence include case material demonstrating your real or hypothetical application of best practices in the form of vignettes, dialogues.
 - ii. If you are currently in a child welfare field or work setting, you are strongly encouraged to demonstrate your application from that setting to one or more client situations or circumstances. If current experience is not available, you could apply this to prior child welfare experience. A last resort is hypothetical application if you have neither past nor current child welfare experience.
 - iii. The paper should include at least 5 additional references and/or web sites. Papers can be 15-20 pages in length. Use APA format and include a reference page.
 - iv. Papers will be graded according to how well you demonstrate comprehension of course content and ability to apply to your own practice, reflecting reading and understanding of those materials.
 - v. Similar to the guidelines for the presentation above, you are to identify:
 - What are key definitions? E.g. what do we mean by kinship care?
 - Describe the specific setting e.g. child protection, etc; purposes, mission; key policies related to practice; describe clientele. *Be sure that you describe your own setting here, if an actual setting, though you should disguise the name.*
 - Describe best practices and cite evidence for them. Assess those practices critically and suggest how we would know if they are effective.
 - Describe critical issues in the setting: challenges, dilemmas
 - Describe an application of those best practices: this can be your own actual work or hypothetical. You should describe a situation and write a dialogue of 2 pages showing integration of course material
 - Both appreciate and critique that application
 - Your paper should show comprehension of course readings as well as specific content on your specialized setting. For example, you may include application of involuntary client and/or solution-focused approaches or others that you clearly identify.
 - Your paper should include appropriate citations, references, reference pages, etc.

- b. **You may choose to develop training materials on an aspect of advanced child welfare practice.** You may choose to develop such videotape with other class members. You might for example develop a role play that would demonstrate an aspect of advanced child welfare practice in a setting. You might also interview a consumer about child welfare services.
- i. The video should be 20-30 minutes long.
 - ii. You are then to analyze what transpires in the video in a 10-15 page paper.
 - iii. The paper should describe the setting and purpose of video
 - iv. It should also critique the practice demonstrated and presents a succinct rewritten dialogue for a section of the video which you think could have been improved with your rationale for its selection
 - v. The paper should include appropriate references to course readings and include a reference page
 - vi. Both the videotape and your analysis should be submitted
 - vii. You should be prepared to share a five-minute segment of the video with the entire class on the final class session with questions posed for students raised by the segment of video. The video presentation as a whole will last 15 minutes.

- 4) **Class participation** counts for 10% of your final grade. Appropriate participation is defined as:
- a) regular, on time attendance unless excused by the instructor
 - b) attentive non-verbal behavior
 - c) raising questions and comments
 - d) participating in dialogue with the instructor and other students
 - e) facilitating discussion
 - f) building on and responding to the comments of other students
 - g) drawing classmates into the discussion
 - h) active participation in practice exercises and other in-class learning activities.
 - i) Discussion should reflect your familiarity with assigned readings, and your ability to relate them to classroom content and experience.

Session 1:

Topics:	<ol style="list-style-type: none"> 1. introduction to the course 2. What is child welfare practice? 3. Introduction to ecological approach 4. clarifying course expectations and choices
Objectives	<p>Students will:</p> <ol style="list-style-type: none"> 1. be familiar with expectations and potentials in taking this course 2. be able to define child welfare practice
Videotape & exercises	<ul style="list-style-type: none"> • Beginning with mandated client (Betty Doherty) • Case vignette to introduce ecological

- approach
- Formation of presentation groups
- Selecting articles and web sites to review

Required Readings

*Students will not be expected to read these first articles and chapters **prior** to the course beginning. They should however become familiar with them later as they undergird the opening presentation and later readings. Read the Spratt article carefully and **scan** the Berg, Kelly & Pecora et al chapters as a policy background for the course.*

1. Spratt, T. (2001). The influence of child protection orientation on child welfare practice. *The British Journal of Social Work*. 31(6): 933-954. **PACKET**
2. Berg, I.K. & Kelly, S. (2000). *Building solutions in child protective services*. New York: W.W. Norton. Chapter 1: introduction to the system and our approach, pp 3-19. chapter 2 a brief history of child protection in the United States. Pp 20-36.
3. Pecora, P., Whittaker, J., Maluccio, A., Barth, R.P & Plotnick, R.D.. (2000). *The Child Welfare Challenge: Policy, Practice, and Research*. New York: Aldine de Gruyter. Chapter 1. the purpose and goals of child welfare services. Pp 1-20. chapter 2. understanding the policy context for child welfare. Pp 21-62.

Session 2:

Topics:	<ol style="list-style-type: none"> 1. Interaction of membership in hisotrically oppressed groups and child welfare 2. Risk & resilience factors affecting families 3. Cultural competency and resourses
Objectives	<p>Students will:</p> <ol style="list-style-type: none"> 1. be able to identify critical risk and resilience factors 2. be able to define and describe cultural competency and its relevance for child welfare 3. be able to describe issues in circumstances of oppressed groups and child welfare

Required Readings:

1. Woodley Brown, A. & Bailey-Etta, B. (1997). An out-of-home care system in crisis: implications for African American children in the child welfare system. *Child Welfare*. 76(1): 65-81 ^{PACKET}
also available as on line journal .
2. Brissett-Chapman, S.(1997). Child Protection Risk Assessment and African American Children: Cultural Ramifications for Families and Communities. *Child Welfare*, Vol. 76, 1, pp. 45-61. ^{PACKET}
3. Curtis, C. & Denby, R. (2004) Impact of the adoption and safe families act (1997) on families of color: workers share their thoughts. , . *Families in society*. 85,1, pp71-79

Note: you must download this article; it is not in the packet

4. Berg & Kelly (2000). Chapter 3. Creating a context for change. Pp. 37-54

Session 3:

Topics:	<ol style="list-style-type: none"> 1. introduction to early intervention and prevention approaches 2. Alternative Response 3. Family case conferencing
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • be able to advantages and disadvantages of alternative response

Required Readings

1. Waites, C., Macgowan, M., Pennell, J. Carlton-LeNay, I. & Weil, M. (2004). Increasing the cultural responsiveness of family group conferencing. *Social Work* 49 (2): 29
2. Nybell, L. & Gray, S. (2004). Race, place, space: meanings of cultural competence in three child welfare agencies. *Social Work* 49:1: 17-26.
3. English, D., Wingard, T., Marshall, D., Orme, M. & Orme, A. (2003). Alternative response to child welfare services: emerging issues and concerns. *Child abuse and neglect*. 24/3, pp. 375-388 on-line journal
4. McCammon-S.L; Spencer-S.A; Friesen-B.J 2001 Promoting family empowerment through multiple roles. *Journal-of-Family-Social-Work*. 5(3): 1-24 PACKET on-line journal

Session 4

Topics:	<ul style="list-style-type: none"> • Investigation and assessment of maltreatment and strengths and resources
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Carry out assessment of strengths, resources and risks for maltreatment
Exercises	<p>Exercises to identify potential risks and strengths, resources</p>

Required Readings

1. Rooney, H. (1992). *Strategies for Work With Involuntary Clients*. New York: Columbia. Chapter 7. Understanding Behavior in the Involuntary Transaction. Pp.115-146.
2. Berg & Kelly (2000). Chapter 4. Beginning with a phone call: responding and going beyond. Pp 55-93.
3. Darlington, Y., Osmond, J. & Peile, C. (2002) Child welfare workers' use of theory in working with physical abuse: implications for professional supervision. *Families in society*. 83,1, pp54-63
4. Kivnick, H., Jefferys, M. & Heier, P. (2003). Vital involvement a key to grounding child welfare practice in HBSE theory *Journal of human behavior in the social environment*. 7/1/2. 181-205.
5. S.L2001. Stressors and strengths: a theoretical and practical examination of nuclear, single-parent, and augmented African American families. *Families-in-Society*. 82(5): 449-460, Sept.-Oct PACKET

Session #5

Topics:	<ul style="list-style-type: none"> • Developing case plans toward permanency
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop a case plan that is focused on both concurrent planning and enabling

Exercises	family resources Exercises to develop case plan; role plays
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Required Readings

1. Berg & Kelly (2000). Chapter 5. Useful tools: what and how to use. Pp 94-140. Chapter 6. investigation is intervention and prevention. Pp 141-186.
2. Katz, L. (1999). Concurrent Planning: Benefits and Pitfalls. *Child Welfare*. Vol. 78, 1, pp. 71-87
3. De Jong, P. & Berg, I.K. (2001). Co-constructing cooperation with mandated clients. *Social Work*. 46(4): 361-373. **PACKET**
also available on line

Session 6:

Topics:	<ol style="list-style-type: none"> 1. operating within legal environment 2. Indian Child Welfare Act (ICWA) 3. involuntary client perspective on contracting
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify characteristics of a case plan developed mindful of ICWA • Develop a contract informed by involuntary client perspective
video	<p>Involuntary child welfare video Trotter video</p>

Required Readings:

1. Rooney (1992). Chapter 8. socialization strategies for individual involuntary clients pp 147-174. chapter 9: negotiation and contracting with involuntary clients: pp 175-200.
2. Van Straaten, J; & Liss, W. (2001). The policy behind the Indian Child Welfare Act. *Praxis*. 1: 53-58. . **PACKET**
3. Horejsi, C., Heavyrunner, B., Pablo, J. (1992). Reactions by Native American Parents to Child Protection Agencies: Cultural and Community Factors. *Child Welfare*. Vol. 61,4, pp. 329-343. **PACKET**
4. Berg & Kelly (2000). Chapter 7: case closure: how good is good enough? Pp 187-203

Session 7 Team Presentations begin today

Topics:	<ul style="list-style-type: none"> • Advanced practice in foster care
Objectives	<p>Students will be able to: Identify best practices in foster care services</p>

Guest speakers	As determined by presentation team
Exercises	As determined by presentation team

Required Readings

1. Berg & Kelly (2000). Chapter 9: when you need to place a child out of the home. Pp 226-258
2. Pecora et al (2000). chapter 10. family foster care. pp 298-329.
3. Mallon, G. (1997). Basic Premises, Guiding Principles, and Competent Practices for a Positive Youth Development Approach to Working with Gay, Lesbian, and Bisexual Youths in Out-of-Home Care. *Child Welfare*, Vol. 76, 5, pp. 591-605. **PACKET**
4. Mapp, S. (2002). a framework for family visiting for children in long-term foster care. *Families in society*. 83:2, 175-182. .
5. Groza, V. , Maschmeier, C., Jamison, C. & Piccola, T. (2003). Siblings and out-of-home placement: best practice' *Families in society*. 84:4, 480-490

Session 8

Topics:	<ul style="list-style-type: none"> • Advanced practice in adoptions
Objectives	Students will be able to: Identify best practices in adoptions services
Exercises	As determined by presentation team
Guest speaker	As determined by presentation team

Required Readings

1. Pecora et al (2000). chapter 12. adoption. pp 363-405.
2. Brooks, D., Barth, R. (1999). Adult Transracial and Interracial Adoptees: Effects of Race, Gender, Adoptive Family Structure, and Placement History on Adjustment Outcomes. *American Journal of Orthopsychiatry*, Vol. 69, 1, pp. 87-99. **PACKET**
3. Leon-Hawkins, C.G. (1997). The Indian Child Welfare Act and the African American Tribe: Facing the Adoption Crisis. *Brandeis Journal of Law*. Vol. 36,2. (Spring 1997-**PACKET**
4. Melina, L. (1999). Children who Respond to Adversity with Resilience have Common Traits. *Adopted Child*. Vol. 18,6, pp. 1-4. **PACKET**
5. Neff, L. (2004). the kids are all right. *Advocate*. 919, 48-51

Session 9

Topics:	Advanced practice in kinship care
Objectives	Students will be able to: Identify best practices in kinship care
Exercises	As determined by presentation team

Guest Speaker

| As determined by presentation team

Required Readings

1. Geen, R; Berrick, J.D (2002). Kinship service delivery option. *Children and Youth Services Review*. 24(1/2): 1-14,
2. Brown, S; Cohon,D & Wheeler, R (2002)African American extended families and kinship care: how relevant is the foster care model for kinship care? *Children and Youth Services Review*. 24(1/2): 53-77.
3. Lawrence, B. (2001).Therapeutic family meetings: a resource care: an evolving for kinship care. *Journal of Family Social Work*. 5(4): 3-15 **PACKET**,
4. Chipman, R., Wells, S. & Johnson, M.(2002) the meaning of quality in kinship foster care: caregiver, child and worker perspectives. *Families in society*. 83,5/6, pp508-520
5. Lorcovich, T., Piccola, T., Groza, V., Brindo, M. & Marks, (2004) J. Kinship care and permanence: guiding principles for policy and practice. *Families in society*. 85,2, pp159-164

Session 10

Topics:	1. Advanced practice with substance abuse affected families
Objectives	Students will be able to: <ul style="list-style-type: none"> • Identify best practices in work with substance abuse affected families
Exercises	As determined by presentation team
Guest Speaker	As determined by presentation team

Required Readings

1. Smith, N (2002). Reunifying families affected by maternal substance abuse: consumer and service provider perspectives on the obstacles and the need for change. *Journal of Social Work Practice in the Addictions*. 2(1): 33-53. **PACKET**
2. Corcoran, J (2001). Treatment approaches for child welfare mothers with addiction problems: an empirical review to guide practice. *Journal of Social Work Practice in the Addictions*. 1(4): 5-24 **PACKET**
3. Poitier, V.L., Niliwaambieni, M. & Rowe, C.L. (1997). A rite of passage approach designed to preserve the families of substance-abusing African American women. *Child Welfare*. 76(1): 173-195. **PACKET**
4. Thomas, G. (2004). providing safety for children in substance-abusing families: utilization of a harm reduction perspective: context and methodology. March 26, 2004. Handouts. **ERESERVE**

Session 11

Topics:	Advanced practice in childrens' mental health
Objectives	Students will be able to: Identify best practices in work with childhood;children's mental health
Exercises	As determined by presentation team
Guest Instructor	As determined by presentation team

Required Readings

1. Corcoran, J. & Ivery, J. (2004). Parent and child attributions for child behavior: distinguishing factors for engagement and outcome. *Families in society*. 85,1, pp101-106 [PDF](#)
2. Johnson, H., Cournoyer, D., Fliri, J., Flynn, M., Grant, A., Lant, M., Paraaco, S. & Stanek, E. (2003) Are we parent-friendly? Views of parents of children with emotional and behavioral disabilities. *Families in society*. 84,1, pp95-108 [PDF](#)
3. McGinty, K; McCammon, S.L & Koeppen, V.P (2001). .The complexities of implementing a wraparound approach to service provision: a view from the field. *Journal of Family Social Work*. 5(3): 95-110, [PACKET](#)
4. Ronnau, J.P. (1999). Ordinary Families - Extraordinary Care-Giving. *Family Preservation Journal*, Vol. 4,1, pp. 63-79. [PACKET](#)

Session 12

Topics:	Advanced practice with child welfare and school system
Objectives	Students will be able to: Identify best practices in work with educational nglect
Exercises	As determined by presentation team
Guest Speaker	As determined by presentation team

Required Readings

1. Bronstein, L. & Abramson, J. (2003). Understanding socialization of teachers and social workers: groundwork for collaboration in schools *Families in society*. 84:3, 323-330. . [PDF](#)
2. Altshuler, J (2004). From barriers to successful collaboration: public schools and child welfare working together. *SocialWork*. 48(1): 52-63. [PACKET](#)
Available through ebscohost

Session 13

Topics:	Summary & evaluation
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Objectives

Students will be able to:

Summarize and reflect on learnings about best practices and needs in child welfare

Exercises

To be determined

Required Readings

1. Berg & Kelly (2000). The future of CPS: a vision for tomorrow. Pp 259-263.
2. Whittaker, J.K. & Maluccio, A.N. (2002). Rethinking “child placement”: a reflective essay. *Social Service Review*. 76(1): 108-134. **PACKET**.
3. Waldfogel, J. (1998). Rethinking the Paradigm for Child Protection. *The Future of Children*, Vol. 8, 1, pp. 104-119 **PACKET**.
4. Bednar, S. (2003) elements of satisfying organizational climates in child welfare agencies. *Families in society*. 84,1, pp 7-12. **PDF**

SAMPLE