RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
COURSE OUTLINE

19:910:534 - CHILD WELFARE MANAGEMENT – Spring,

Instructor:
Office:

Office Hours:
Telephone:
Fax
Email:

I. Catalog Course Description

Core theories, dynamics, functions, policies and ethics associated with the management of private and public child welfare services are analyzed and examined with particular focus on the knowledge, skills and competencies necessary to successfully lead organizations providing such services in the environment of today and the future. Emphasis is on the adaptation of generic external (public and community relations, media and legislative relations, etc.) and internal (human resource, budget, finance management, information technology, etc.) skills to the child welfare setting and specific issues associated with the management of child welfare functions such as foster care and adoption, residential care, family preservation, forensic investigations in intra-familial and institutional settings, legal affairs, programs treating co-occurring disorders, and others.

II. Course Overview

This is an elective course for the second year concentration in Nonprofit and Public Management. The course content builds on the skills, knowledge and values base acquired in the first year of generalist practice and foundation courses. It also builds on the basic management knowledge and competencies covered in the Management Practice and Theory course as well as the Issues in Social Policy course. Students develop the analytical and interpersonal skills necessary for managing private and public child welfare programs from both an internal organizational and external perspective. Students have the opportunity to learn and apply theory to case situations, gain understanding of the dynamics, requirements, special issues and content areas associated with child welfare management; and, acquire the competencies necessary to lead a public or private child welfare organization.
III. Place of Course in Curriculum

This is an elective course designed for students in the Nonprofit and Public Management but is open to all students who have successfully completed the first year professional foundation courses and the first required advanced practice course for their chosen area of concentration.

IV. Course Objectives

At the conclusion of this course, participants will be able to:

* Understand the processes and techniques of management of nonprofit and public organizations engaged in the provision of child welfare services.

* Identify the statutory and policy frameworks within which child welfare programs and services are managed

* Demonstrate knowledge of the historical and theoretical development of child welfare management within social work and social welfare.

* Master the concepts, skills and techniques of management required within the child welfare organization internally and externally with the larger community and public.

* Have the capacity to identify, implement and manage evidence based policies and practices in the domain of child welfare.

* Demonstrate the requisite knowledge, skills and competencies to exercise leadership in nonprofit and public organizations providing child welfare services.

* Demonstrate management skills by applying theories and concepts to case situations or scenarios to determine how issues or problems may be satisfactorily resolved.

* Identify the influence of social work values and ethics in managing programs and services that are responsive to the needs of populations at-risk including women, people of color, persons with disabilities

V. Readings

A. Required Text:

B. Suggested Texts:


C. Other Readings

Required readings from the required text are marked with a (*). Other required readings are either marked with an (R*) noting they are electronically available under the instructor’s name, or marked with a (E*) noting either availability through electronic journals maintained in the Rutgers University IRIS system or on the web site designated. Other readings listed which do not contain any of the preceding designations are not required, are not on reserve, but are listed to aid further study and scholarship based on the interests of the student.

VI. Course Requirements

Students are expected to attend class, complete course readings weekly, and effectively participate in class discussions.

Assignments for this course include: completion of two papers of 4 to 6 pages each applying the theory, procedures, principles and insights contained in assigned readings and class discussion to a case example identified or presented by the instructor; a verbal presentation of one of the papers to the class and/or participation in a role play scenario with other students and the instructor requiring the demonstration of specific child welfare management skills; and, a final examination to be given the 15th week of class. Additional information on these assignments, along with related requirements will be provided in class.

VII. Grading

Grading will be weighted as follows: class participation 15%; two assigned papers at 20% each or 40% combined; class presentation or role play 15%; and, final examination 30%. Students having in excess of three unexcused absences will be subject to a one (1) full grade penalty. The instructor may not accept and/or assess grade penalties for late completion or performance of assignments without prior notice and specific arrangements.
VIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

IX. Course Outline

A. Methods - A variety of methods are utilized including class lectures, discussions, role-plays, videos, written assignments, readings and presentations by students and guest experts, and a final examination.

B. Weekly Topics Readings and Assignments


Anne E. Casey Foundation: KIDS COUNT Data Center. Selected Sections (by topic and region) http://www.kidscount.org/datacenter/databook.jsp (Scan National rankings and NJ data). E*

Week 2 – Federal and State Statutory Frameworks – Goals, Values, Ethics and Prevailing Public Policies


**Week 3 – The Federal and State Child Welfare Systems – Structure, Roles and Relationships – To include the Judiciary, Law Enforcement, Education, Private and Faith Based Organizations and Communities**


**Week 4 – The Spectrum of Services – Implications for Management - Prevention and Remediation – Evidence-Based Interventions**


**Week 5 - The Spectrum of Services - Implications for Management – Substitute Care (Adoption, Foster Care and Residential Treatment), Post Permanency and After Care Services**


Week 6 – Methods of Service Provision - Contracting With Nonprofit, Profit, and Faith Based Organizations; Fees for Service; Cost Reimbursement Contracts; Use of Managed Care Principles; and, Outcome/Performance- Based Approaches


Week 7 - Co-Occurring Disorders – When the Needs of Families for Child Welfare Services Intersect With Those for Domestic Violence, Substance Abuse, Mental Illness, Developmental Disabilities and Others – Implications and Strategies for Management


Week 8 – Performance Outcomes and Standards - The Child and Family Service Reviews; Other Performance and Outcome Standards and Reviews; Accreditation.


**Week 10 – Managing Budget, Finance and Information Technology in a Child Welfare Organizational Environment** - The Financial Framework of Child Welfare Services; Maximizing Federal, State and Local Funding Sources; Unique Issues in Budget Preparation, Monitoring and the Maintenance of Internal Controls; State Automated Child Welfare Information Systems (SACWIS) and other applications of information technology.


Week 11 – Managing the External Environment - Engaging the Broader Community; – Making the Welfare of Children Everyone’s Business; Specific Considerations and Strategies for Legislative, Media and General Public Relations


Week 12 – Impact of Race, Class and Gender; Cultural Competence -The Disproportionate Number of Children of Color in the Child Welfare System – Causes and Solutions;


**Week 13 – Child Welfare Reform** – Cycles of Tragedy and Reform Efforts, The Elements of Comprehensive System-Wide Reform; the Role of Litigation and the Search for Sustainability


**Week 14 – Child Welfare Reform** (Cont.) Innovation and Change - Considerations for Strategic Analysis and Planning; Federal Waiver Initiatives; Leading Private Foundation Initiatives; Leadership in Creating and Anchoring a Child Welfare Organizational Vision


**Week 15 – Course Summary and Final Exam - Balancing Competing Ideologies, Expectations and Priorities; The Course of Child Welfare Services in the 21st Century; Course Summary; Final Exam**


X. **Academic Integrity Policy**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or idea’s of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in the text or in a footnote. Acknowledgement is required when the material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state “to paraphrase
Plato’s comment ……” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased materials. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.

XI. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; doffice@rci.rutgers.edu; 732-932-2847 (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Any student who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XII. NATIONAL CHILD WELFARE RESOURCE CENTERS

The information below is taken from the web site of the Children's Bureau of the Administration for Children and Families of the USDHHS and summarizes information on National Resource Centers (NRCs) funded by the Children’s Bureau.

Each NRC provides onsite training and technical assistance to States, Tribes, and public child welfare agencies in the preparation and implementation of the Child and Family Services Review (CFSR) process. This information is designed to communicate to States the focus of each NRC and the training and technical assistance each provides.

State and Tribal requests for training and technical assistance are made to Regional ACF offices. For a listing of Regional ACF offices and the States they serve, visit the ACF Web site at www.acf.hhs.gov/programs/oro.
• National Child Welfare Resource Center for Organizational Improvement  
   Website: www.nrcoi.org  
   Offers technical assistance, training, teleconferences, and publications to assist States with the CFSRs, including strategic planning, quality improvement, evaluating outcomes, facilitating stakeholder involvement, and improving training and workforce development.

• National Resource Center for Child Protective Services  
   Website: www.nrccps.org  
   Focuses on building State, local, and Tribal capacity through training and technical assistance in CPS, including meeting Federal requirements, strengthening programs, eligibility for the CAPTA grant, support to State Liaison Officers, and collaboration with other NRCs.

• National Child Welfare Resource Center on Legal and Judicial Issues  
   Website: www.abanet.org/child/rclji  
   Offers States assistance with their CFSRs, including collecting and analyzing data, legal and judicial issue analysis, promoting stakeholder involvement, action planning, and implementation of Program Improvement Plans.

• National Resource Center for Family-Centered Practice and Permanency Planning  
   Website: www.nrcfcpp.org  
   Provides training and technical assistance and information services to help States through all stages of the CFSRs, emphasizing family-centered principles and practices and helping States build knowledge of foster care issues.

• National Resource Center for Child Welfare Data and Technology  
   Website: www.nrccwdt.org  
   Addresses a broad range of program and technical issues (including Tribal and court child welfare issues) in assisting with the CFSR process, including training on data use and management, AFCARS assistance, coordinating peer consultation, and preparation and use of State Data Profiles.
• National Child Welfare Resource Center for Adoption
  Website: www.nrcadoption.org
  Partners with States, Tribes, and other NRCs to offer support in all phases of the CFSR process, including analyzing adoption and permanency options, exploring systemic factors, increasing cultural competence, and promoting stakeholder involvement.

• National Child Welfare Resource Center for Youth Development
  Website: www.nrcys.ou.edu/nrcyd.htm
  Provides States with CFSR assistance, including promoting stakeholder involvement, technical assistance and training, and information services. Also offers States, Tribes, and other youth-serving organizations with assistance in effectively implementing the Chafee Foster Care Independence and the Education and Training Voucher programs and supporting youth engagement in child welfare policy, planning, and program development.

• The Collaboration to AdoptUSKids
  Website: www.adoptuskids.org
  Provides training and technical assistance to States and Tribes in connection with the CFSRs on issues that pertain to the development and implementation of quality recruitment and retention services for foster and adoptive families.

The National Resource Center listed below is co-sponsored by the Children’s Bureau and the Substance Abuse and Mental Health Services Administration.

• National Center on Substance Abuse and Child Welfare
  Website: www.ncsacw.samhsa.gov
  Works to develop knowledge and provide technical assistance to Federal, State, and local agencies and Tribes to improve outcomes for families with substance use disorders in the child welfare and family court systems.

The following two National Resource Centers were established to support statutorily mandated programs and provide services primarily to grantees.

• National Abandoned Infants Assistance Resource Center
  Website: http://aia.berkeley.edu
Works to enhance the quality of social and health services delivered to children who are abandoned or at risk of abandonment due to the presence of drugs and/or HIV in the family.

- **National Resource Center for Community-Based Child Abuse Prevention Programs**  
  Website: www.friendsnrc.org  
  Offers knowledge and expertise in the implementation of family support strategies in a variety of settings and for many purposes. Provides CFSR assistance, including building networks, collecting data, and promoting stakeholder involvement

XIII. - **Child Welfare Management – Useful Websites**

- Alliance for Children and Families [http://www.alliance1.org]
- American Public Human Services Association [www.aphsa.org]
- The Annie E. Casey Foundation [www.aecf.org]
- The Brookings Institution [www.brookings.edu]
- The Center for Community Partnerships in Child Protection [http://www.cssp.org/center/community_partnership2.html]
- The Center for Law and Social Policy [www.clausp.org]
- The Center for the Study of Social Policy [www.cssp.org]
- The Center for Budget and Policy Priorities [www.cvsp.org]
- The Child Welfare League of America [www.cwla.org]
- The Children’s Defense Fund [www.childrensdefense.org]
- Children’s Rights, Inc. [http://www.childrensrights.org/site]
- FRIENDS National Resource Center for Community-Based Child Abuse Prevention Programs [www.friendsnrc.org]
XIV. Bibliography


Council on Accreditation Web Site [http://www.coanet.org].


National Center on Substance Abuse and Child Welfare. Web Site at [www.ncsacw.samhsa.gov]


Washington State Institute for Public Policy. (2004). *Benefits and Costs of*
Prevention and Early Intervention Programs for Youth. Olympia, WA: WSIPP.


