

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

09:910:476:90
Instructor: **Child Welfare Services and
Practices (Online Course)
V. DuWayne Battle, PhD, MSW**

Office Hours: **Thursday 10am-12pm by Appointment**

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Term: **Spring 2014**

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I. Course Overview

This seminar is an online course that will focus on child maltreatment, the development and evolution of child protective services in the United States, and emerging practices in the treatment and prevention of child neglect and abuse. Attachment, separation, and the effects of maltreatment on the developing child will be examined. Different models of child maltreatment will be presented and the development of skills in recognition, assessment, use of authority, and provision of continuing services will be emphasized. Identifying risk factors, such as, substance abuse, mental illness, and domestic violence will be addressed. Attention will be given to substitute care and inter-professional issues. This course is required for the concentration in child welfare and will usually be taken in conjunction with a supervised internship in an agency addressing the needs of children and families.

II. Place of Course in Program

A concentration in child welfare is available to social work majors considering a professional career in services to children and families. There is a major crisis in child welfare in many states, including New Jersey. A major effort is underway to transform the provision of child protective services to New Jersey's at risk children and families. There is a significant need for social workers with specialized knowledge and skills in child welfare to join this effort, and there are excellent employment opportunities. Students electing the concentration in child welfare, in addition to the core requirements for the social work major, must complete Child Welfare Services and Practices, and have their senior fieldwork in a child welfare agency.

III. Course Objectives

The objectives of this course are to provide students with:

1. understanding of the social work profession, its role and functions in American society, especially in relation to child welfare;
2. awareness of historic and current dimensions of child protective services in the United States;
3. an understanding of attachment, separation, reunification, termination of parental rights, substitute care, and the effects of child maltreatment on child development;
4. the ability to identify the relationship between child welfare and other issues, such as, substances abuse, mental illness, and domestic violence;
5. an awareness of different models of child maltreatment and the development of professional skills in recognition, risk assessment, use of authority, and provision of continuing services;
6. an understanding of inter-professional issues relating to the role of the child welfare social worker, judges, attorneys, guardians, special advocates, probation officers, etc.

School-Wide Learning Goal

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment

IV. Texts & Readings

Required:

Crosson-Tower, C. (2013). *Exploring child welfare: a practice perspective* (6th ed.). Boston, MA: Pearson.

National Association of Social Workers. (1996). *Code of ethics*. Washington, DC: NASW Press (on library reserve and available online at <http://www.naswdc.org/pubs/code/code.htm>)

Recommended:

Popple, P.R., & Vecchiolla, F. (2007) *Child welfare social work* (1st ed.). Boston, MA: Allyn and Bacon.

Cohen, N. A. (2000). *Child welfare: a multicultural focus* (2nd ed.). Boston, MA: Allyn and Bacon.

Required texts are available at Rutgers Bookstore. Additional required readings are on Reserve at the Alexander Library.

V. Course Requirements

Students are expected to read all assigned readings, complete all assignments, and participate in all online class discussions. The final grade will be lowered for late work and missed assignments.

There will be the following assignments:

A. **Midterm Exam (20% of grade)**
(6th week): Due 3/1/14 - 3/3/14

B. **Final Exam: (25% of grade)**
(14th week): Due 5/3/14 - 5/5/14

C. **Weekly Reflection Papers (20%)**

Integrated reflection on the week's readings and assignments as it relates to the course, topic, and fieldwork. Papers should be turned in each week by Saturday at 11:59PM. Points will be deducted for late submissions and poorly written entries. Three late entries will result in ½ letter grade reduction for the final grade, and 5 late entries will result in 1 grade lower on final grade.

D. **Weekly Threaded Discussion (15% of grade)**

There will be two weekly threaded discussion postings. The first posting is due on each Thursday by 11:59 PM, and the second posting is due each Monday by 11:59 PM. There will be 1 point for each week's postings. Points will be lost for late entries and poorly written entries. Three late entries will result in ½ letter grade reduction for the final grade, and 5 late entries will result in 1 grade lower on final grade. Responses are to be based on evidence of readings, field practice, research, case studies, and personal experience.

E. **Weekly Assignments – Videos and Case Studies in www.MySearchLab.com (15%)**

There will be 2 points for week two's discussion and 1 point for all other weeks. Watch videos and/or read case studies assigned in each week and include examples from these assignments in the weekly reflection paper and/or weekly discussion posts.

F. **Attend Influencing Government Policy Symposium on Friday, February 28, 2014. (5%)** – Write a 3-page reflection paper due by Saturday, March 8, 2014. See detailed information below under Week 6. There is also a flyer in Docsharing.

VI. Grading

A - 93-100

B+ - 86-92

B - 80-85

C+ - 76-79

C - 70-75

VII. Course Evaluation

There will be an anonymous evaluation to be completed by all students on or about the next to last session of class.

VIII. Course Outline

Week 1 (January 21): Introduction to NJ's Child Welfare System

Required Readings:

McGreevey, J. E., Davy, J. M., & Heins, D. C. (2004) A new beginning: the future of child welfare in New Jersey. Trenton, NJ: New Jersey Department of Human Services. Accessed at:

http://slic.njstatelib.org/slic_files/digidocs/humanSvs/newBegining.pdf

NJ Department of Children & Families (DCF) System of Care – explore the DCF website and familiarize yourself with the various services and components of NJ's child welfare system – accessed at: <http://www.nj.gov/dcf/about/divisions/dcsc/>

Required Assignments:

- **Weekly Discussion Posting (minimum of 2 substantive postings)**
- **Reflection Paper – Write 3 pages describing your understanding of NJ's system of child welfare. Note any recent developments or changes. Include why understanding child welfare services is important in professional social work. Upload to Week 1 Dropbox.**

Week 2 (January 28): History of Child Welfare & Understanding Families

Objectives: Students will be aware of:

1. The history of child welfare and protective services in the United States
2. Providing services for children today
3. Responsibilities and rights of the family
4. Family roles and systems
5. Types of families and emotional climate
6. Impact of culture on families
7. Family stresses and identifying assistance needed
8. Family trends

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 1: Children: Our Most Important Resource

Chapter 2: The Changing Family

Required Assignments:

- **Watch the following videos on www.MySearchLab.com:**
 - **Recognizing Personal Values**
 - **Advocating for the Client**
 - **Professional Roles and Boundaries**
 - **Applying Critical Thinking**
 - **Working Mothers**
- **Weekly Discussion Posting**
- **Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork to the rights and responsibilities of the family, as well as the impact of culture on family. Upload to Week 2 Dropbox.**

Week 3 (February 4): Children and Poverty

Objectives: Students will be aware of:

1. Characteristics of poor children
2. Defining poverty and reasons for poverty
3. Consequences of poverty
4. Homelessness and poverty
5. Recent efforts to fight poverty
6. Economics of poverty and reducing child poverty

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 3: Children & Poverty

Required Assignments:

- **Watch the following videos on www.MySearchLab.com:**
 - **Working Poor**
 - **Single Mothers**
- **Weekly Discussion Posting**
- **Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork related to recent efforts to fight poverty. Upload to Week 3 Dropbox.**

Week 4 (February 11): Impact of Violence and Addiction on Children

Objectives: Students will be aware of:

1. Children in a culture of violence
2. Children and substance abuse
3. Effects of drug abuse on children and families

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 4: The Impact of Violence and Addiction on Children

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Tolerating Ambiguity in Resolving Conflicts
- Read the following case study on www.MySearchLab.com:
 - Sexual Abuse
- Weekly Discussion Posting
- Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork relating to the impact of addiction on children and their families. Upload to Week 4 Dropbox.

Week 5 (February 18): Children in Military Families

Objectives: Students will be aware of:

1. Understanding military culture today and its impact on the military family
2. Understanding the military family
3. Issues facing the children of military families
4. A strengths-based approach to working with military families

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 5: Children against the Backdrop of War: Addressing the Needs of Military Families

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Military Families
- Weekly Discussion Posting
- Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork regarding the issues facing the children of military families. Upload to Week 5 Dropbox.

Week 6 (February 25): Children in Daycare & Educational Settings

Objectives: Students will be aware of:

1. History of public education and daycare
2. Daycare settings for infants, toddlers, and preschoolers
3. Educational settings for school-aged children
4. Current trends in education and daycare

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 6: Daycare and Educational Settings: Responding to the Needs of Infants, Toddlers, Preschoolers, and School-Aged Children

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Vaccines: Mandatory Protection
- Read the following case study on www.MySearchLab.com:
 - Brown v. Board of Education of Topeka, Kansas
- Weekly Discussion Posting
- Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork regarding current child welfare trends in educational settings. Upload to Week 6 Dropbox.
- Attend the Annual Influencing Government Policy Symposium sponsored by Rutgers University Social Work Program, NJ Baccalaureate Social Work Education Association, and NASW – NJ. The Symposium theme is on Advocacy, and the event will take place on **Friday, February 28, 2014 from 9:30 am – 2:00 pm at the Rutgers New Brunswick Cook Campus Center, 59 Biel Road, New Brunswick, NJ 08901-8508**. The day will consist of a panel discussion, workshops on a variety of relevant topics, such as immigration reform, and networking opportunities. You earn 5 credit points for the class by attending the event and writing a 3-page reflection paper (one page each for the panel discussion and two separate workshops you attend). Please note this should be submitted in the DROPBOX on eCollege. EMAIL SUBMISSIONS WILL NOT BE ACCEPTED. This is due **Saturday, March 8, 2014 @ 11:59pm**. Note: to receive credit for attendance & participation, you **MUST sign** the sign in sheet provided by the RU SSW Staff.

MIDTERM EXAM (Open Saturday, 3/1/14 – Monday, 3/3/14)

Week 7 (March 4): Counseling for Families & Children

Objectives: Students will be aware of:

1. Families seeking counseling
2. Attitudes about receiving counseling
3. Types of counseling and the counseling process
4. Experience of counseling
5. Trends in counseling services
6. Ethical considerations

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 7: Counseling for Families and Children

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Demonstrating Effective Oral and Written Communication
 - Family Counseling

- Read the following case study on www.MySearchLab.com:
 - Clinical Practice with Children and Adolescents
- Weekly Discussion Posting
- Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork on your work with a specific client where you used the counseling process. Identify specific ethical considerations that were a part of that counseling situation. Upload to Week 7 Dropbox.

Week 8 (March 11): Child Abuse & Neglect

Objectives: Students will be aware of:

1. Historical perspective on child abuse and neglect
2. Defining maltreatment and types of abuse
3. Reporting child maltreatment
4. Court intervention in protective cases
5. The role of the protective services worker

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 8: Protecting Children When Families Cannot: Child Abuse and Neglect

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Engagement
- Read the following case study on www.MySearchLab.com:
 - Multigenerational Abuse: The Story of the Santiagos
 - Child Sexual Abuse Case: Melinda
- Weekly Discussion Posting
- Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork identifying the history and future trends in Child Protective Services. Upload to Week 8 Dropbox.

SPRING BREAK (March 18)

Week 9 (March 25): Family Preservation & Court Services

Objectives: Students will be aware of:

1. The history of family-based services and court systems
2. Children in out-of-home care
3. Types of family-based services
4. Assessing effectiveness of family-based services
5. The role of family preservation workers
6. Determining whether to preserve the family or place the child
7. Situations warranting juvenile court intervention

8. Factors influencing court intervention
9. The rights of juveniles
10. Juvenile court processes and procedures
11. The role of the social worker and the court
12. Alternative approaches to court intervention
13. Treatment of juvenile offenders
14. Trends in family-based services and juvenile justice

Required Readings:

Crosson-Tower, C. (2013). *Exploring child welfare: a practice perspective* (6th ed.). Boston, MA: Pearson.

Chapter 9: Family Preservation or Child Placement? Serving the Child's Best Interests

Chapter 10: Court Services on Behalf of Children

National Association of Social Workers. (1996). *Code of ethics*. Washington, DC: NASW Press (on library reserve and available online at <http://www.naswdc.org/pubs/code/code.htm>)

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Evaluation
 - **Managing Personal Values: The Code of Ethics**
- Read the following case study on www.MySearchLab.com:
 - **Human Rights and Justice**
- **Weekly Discussion Posting**
- **Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork identifying various types of family based services, the theories that underlie them, and the role of the social worker in preservation and placement. Upload to Week 9 Dropbox.**

Week 10 (April 1): Teenage Pregnancy & Parenting

Objectives: Students will be aware of:

1. Historical perspectives on teenage pregnancy
2. Addressing myths of teenage pregnancy
3. Current demographics of pregnant teens
4. Teens at risk
5. Decision making regarding fertility and childrearing
6. Teen fathers and teen views
7. Primary and secondary prevention services
8. Preventing teen pregnancy

Required Readings:

Crosson-Tower, C. (2013). *Exploring child welfare: a practice perspective* (6th ed.). Boston, MA: Pearson.

Chapter 11: Teenage Pregnancy and Parenting

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Internet Dating
- Read the following case study on www.MySearchLab.com:
 - Adolescents
- Weekly Discussion Posting
- Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork on historical perspectives, current services, and future projections in teen pregnancy prevention. Upload to Week 10 Dropbox.

Week 11 (April 8): Foster Care

Objectives: Students will be aware of:

1. The history of family foster care
2. Types of foster homes and reasons children enter foster care
3. Foster parents
4. Birth parents with children in foster care
5. Children in foster care
6. The role of the foster care social worker
7. Trends in foster care

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 12: Children in Family Foster Care

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Relinquishing Custody
- Read the following case study on www.MySearchLab.com:
 - Professional Decision Making in Foster Care
- Weekly Discussion Posting
- Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork on the history and future of foster care in America. Upload to Week 11 Dropbox.

Week 12 (April 15): Adoption

Objectives: Students will be aware of:

1. The history of adoption
2. Definitions and assumptions regarding adoption
3. Issues in adoption today
4. Adoptive participants
5. The adoptive process

6. The role of the adoption worker
7. Adoptees searching for birth parents
8. Trends in adoption

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 13: The Adoption of Children

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Professional Demeanor
- Read the following case study on www.MySearchLab.com:
 - Adoption Records Controversy
- Weekly Discussion Posting
- Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork on a case study of a child who has gone through the adoptive process. Upload to Week 12 Dropbox.

Week 13 (April 22): Residential Settings

Objectives: Students will be aware of:

1. The historical perspective and assumptions about residential care
2. Types of residential settings
3. Children in residential settings
4. Life in a residential setting
5. Working with families of children in residential care
6. The role of staff in a residential setting
7. Discharge from residential settings
8. Issues in residential settings
9. Issues for residential centers within the community
10. Trends in residential settings

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 14: Children in Residential Settings

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Engaging the Client to Share Their Experiences of Alienation, Marginalization, and/or Oppression
- Read the following case study on www.MySearchLab.com:
 - Impact of Childhood Trauma on Development
- Weekly Discussion Posting
- Reflection Paper – Write 3 pages connecting the readings, class assignments,

and fieldwork on the types of residential settings, the challenges facing them, and the role of the social workers providing services to families and children in residential settings. Upload to Week 13 Dropbox.

Week 14 (April 29): Future Trends

Objectives: Students will be aware of:

1. The future of children's status, including poverty, risk, health, education, and technology
2. Future trends in child welfare

Required Readings:

Crosson-Tower, C. (2013). Exploring child welfare: a practice perspective (6th ed.). Boston, MA: Pearson.

Chapter 15: Our Children's Future

Required Assignments:

- Watch the following videos on www.MySearchLab.com:
 - Participating in Policy Changes
- Weekly Discussion Posting
- Reflection Paper – Write 3 pages connecting the readings, class assignments, and fieldwork responding to the question: **Are you hopeful about the future of child welfare in the 21st century? Upload to Week 14 Dropbox.**

FINAL EXAM (Open Saturday, 5/3/14 – Monday, 5/5/14)

IX. Policy on Academic Integrity

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 APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas 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 properly cited in the text or footnote. Acknowledgement is required when 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 material. 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 question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination.***

DISABILITY ACCOMMODATION

X. 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 University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: dsoffice@rci.rutgers, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taken courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage, Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email address: tpure@camden.rutgers.edu. Students who are taken courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350 ML King, Jr. Boulevard, Newark, NJ 07102-1898.. 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.

XI. Core Competencies

Core Competencies and Practice Behaviors for the Foundation Curriculum Educational Policy 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

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social

Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3

- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 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

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 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

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 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

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 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.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

XII. Supplemental Readings

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Strengthen the Well-Being of Children, Youth, and Families: An Asset Building Approach.” *Child Welfare*, 84 (2). P. 233-250.

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XII. Web Resources

US Administration for Children & Families:

<<http://www.acf.hhs.gov/>>

National Clearinghouse on Child Abuse & Neglect Information:

<<http://nccanch.acf.hhs.gov/>>

US Children's Bureau:

<<http://www.acf.hhs.gov/programs/cb/index.htm>>

NJ Department of Human Services:

<<http://www.state.nj.us/humanservices/index.html>>

NJ Office of the Child Advocate:

<<http://www.childadvocate.state.nj.us/projects/index.html>>

New Jersey Department of Children and Families. (2006). *New Jersey Child Welfare Reform: Focusing on the Fundamentals*.

<http://www.state.nj.us/dcf/home/NJ_CWR_Focusing_on_the_Fundamentals_June_28_2006.pdf>

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Children's Rights, Inc.:

<<http://childrensrights.org/index.htm>>

Association for Children of New Jersey:

<<http://www.acnj.org/>>

Child Welfare.Com:

<<http://www.childwelfare.com/>>

The Future of Children:

<<http://www.futureofchildren.org/index.htm>>