

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

SCHOOL OF SOCIAL WORK

09:910:476 Child Welfare Services and Practices Online Course

COURSE OUTLINE

Instructor:

Office Hours: **By appointment only**

Email:

Term: **Spring 2023**

Telephone:

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. It is also offered as a social work elective and is required of students seeking a minor in Social Work & Social Justice.

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 are major challenges 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 field practicum in a child welfare agency.

This is an introductory course in Child Welfare for social work majors in their junior year. It is required for any student planning to apply for BCWEP or the Concentration in Child Welfare. This course focuses on

interventions to protect children from neglect, physical abuse, sexual abuse, and emotional abuse by strengthening, supporting and empowering their families. It is organized around four themes: (1) The history, mission, and scope of child welfare services and practice, including the underlying philosophy and values that drive child welfare practice, and addressing cultural and relationship issues when working with families. (2) Conceptual and practical information on identifying child maltreatment, assessing family needs and strengths, and determining the level of risk to children for future maltreatment. (3) Case planning and applying a casework model to working with families. (4) Interviewing skills in a child welfare setting, especially as these skills relate to family assessment, child risk and case planning, and integrating the use of professional authority in these activities. Particular attention will be given to public child welfare issues in New Jersey, including the continuing progress of the Department of Children and Families (DCF) to achieve the goals of its Modified Settlement Agreement (MSA July 2016) with the Federal District Court in Newark.

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.

CSWE Core Competencies:

The Council on Social Work Education (CSWE) Core Competencies and Practice Behaviors covered in this course are:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers

understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

School-Wide Learning Goal

Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

By completing this course, you will satisfy each of these requirements of the school-wide Learning Goals.

Course Learning Goals

Upon completion of this course students are expected to be able to:

1. Demonstrate social work values and ethics
2. Engage Diversity and Difference in Practice
3. Advance human rights and social, economic, and environmental justice

Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

School of Social Work Mission Statement

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

Academic Resources

Library Research Assistance

Julia Maxwell is the social work the social work librarian on the New Brunswick Campus jam1148@libraries.rutgers.edu p. 848-932-6124; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are available to meet with students.

Writing Assistance

Success within the larger profession of social work depends on strong writing skills. Writing skills can be improved with practice and effort and Rutgers has multiple resources available to help students strengthen their professional and academic writing skills.

New Brunswick Campus

All New Brunswick BA students are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Camden Campus

The Camden learning center provides writing assistance for BA students on the Camden

Campus: <http://learn.camden.rutgers.edu/writing-assistance>

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual

violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs. /day, 7 days a week.

Active Shooter Resources:

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-
<http://rupd.rutgers.edu/shooter.php>.

Readings on Library Course Reserves:

Other required readings (separate from textbook) are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

Texts & Readings:

Required:

Crosson-Tower, C. (2018). *Exploring child welfare: a practice perspective (7th ed.)*. Boston, MA: Pearson.

Lash, D. (2017). *"When the welfare people come": Race and class in the US child protection system*. Chicago: Haymarket Books.

National Association of Social Workers. (1996). *Code of ethics*. Washington, DC: NASW Press (available in doc sharing and online at <https://www.socialworkers.org/pubs/code/code.asp>)

Additional Online Resources:

- **APA Style** - All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>
- **Email Etiquette for Students**

<https://owl.english.purdue.edu/owl/resource/694/01/>

Academic Integrity Policy:

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.” ^[1]_{SEP}

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline ^[1]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, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.” ^[1]_{SEP}

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place;

Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else." [1] [SEP]

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu) The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

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/assignment

Attendance Policy:

Although this is an online class, students are expected to attend all classes; that is, posting and completing work on time. If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Students are expected to complete any and all assignments each week including threaded discussions. The completion of these assignments are proof of your engagement and attendance in the course. Students who have more than 3 absences will reduce their final course grade. If you are absolutely unable to attend class, must arrive late or depart early, notify the professor prior to being absent. Discerning what constitutes a true emergency is part of effective problem-solving. **No distinction exists between an excused and unexcused absence, because all absences should have merit.**

NOTE: Excused absences are counted as absences, even if for personal or medical reasons. If you miss a class, you are responsible for the missed class notes, homework assignments and instructions.

The course is a learning community and each student has a responsibility to engage in this process. Each student has a responsibility to others engaged in the process and is expected to treat other students with respect. It is assumed that you are preparing for a professional career path. Arriving to class on time and being prepared to do the work are part of the job. Your behavior in class communicates what you have learned about professionalism and what you will do on the job. Being in the class and doing the work are essential job skills and are part of being a professional.

Do not ask for an incomplete unless there are extreme circumstances. An incomplete grade will be given only if the following three conditions are met:

- The student is passing the course.
- The incomplete work can be completed without further class attendance.
- The work is unfinished because of death in the family, personal illness, accident or other unavoidable circumstances directly related to the completion of the assignment. You must notify me as soon as the unanticipated circumstance develops.

Disability Accommodation:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

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 taking 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.

Professional Behavior:

Students are responsible for understanding the *NASW Code of Ethics* (available at <http://www.socialworkers.org>) and for conducting themselves in accordance with its core values and principles—in and beyond the course.

The undergraduate social work program is focusing on preparing students for generalist social work practice with individuals, families, groups, and communities. This preparation begins in the classroom, where students will encounter other students and professors with diverse backgrounds, viewpoints, and perspectives on issues. It is expected that we treat each other with respect at all times and that we strive to understand and value diversity.

As a professional social worker, you will be expected to be reliable in attendance. Preparation for each encounter with a client system and for every professional meeting will also be expected. As a student preparing for a professional career, you are expected to be fully present in every class and be prepared

for active participation. This means doing required readings before classes, and posting assignments on time. It also means assuring that there will be no cell phone interruptions (during in-person classes) or other disruptions. Students who are unable to attend class due to an emergency are expected to contact the instructor via email. Students who miss more than two classes put themselves at risk of substantial grade reduction.

Grading (Faculty/PTLs please note difference from MSW scale)

A	90-100 %
B+	85-89 %
B	80-84 %
C+	75-79 %
C	70-74 %
D	60-69 %
F	Below 60 %

Grading Standards:

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to student's proposed project and class assignments. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+ = Acceptable work; demonstrates understanding of material; written materials have some problems with organization and mostly conforms to accepted standards of grammar, spelling punctuation, etc.; some citation problems. Work is completed by the due date

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Late Assignments – Five points per day will be deducted for any assignment that is late, unless prior arrangements have been made between the student and the instructor. Prior arrangements means before the due date, and contact must be made with the instructor signifying why an assignment cannot be handed in on time. The final decision concerning the legitimacy of the reason will be determined by the instructor.

Students are responsible for bringing problems to the professor in time for them to be resolved before the due date of assignments. Students must keep copies of all their work.

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. Weekly Module Threaded Discussion (25% of grade) (Ongoing)

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 2 points for each week's postings. Points will be lost for late entries and poorly written entries. Three late entries will result in ½ letter.

B. Midterm

C. Individual Powerpoint Presentations (20% of grade) (Modules 6-10)

D. Final Paper (25% of grade) (Module 12)

Assignments:

- Readings & threaded discussions: As indicated in the calendar below.

Other required readings can be accessed through the RU Libraries electronic reserve system at: <https://www.libraries.rutgers.edu/>. In the QuickSearch box on the [Libraries homepage](#), type the Course NAME or the Course Number (Social Welfare Policy and Service 1 19:910:504) and select Course Reserves in the autofill drop down).

- Quizzes: There will be a midterm covering readings and materials discussed in class.
- Individual Presentations—Topics in Child Welfare: Each student will be assigned to a topic as identified below and create a powerpoint describing key points - powerpoint should be between 5-8 slides. Students can choose from one of the topics below or obtain professor approval to select a different topic.
 - Trends in child welfare,
 - An Analysis of the New Jersey Child Federal Monitoring report –
 - <https://cssp.org/wp-content/uploads/2018/08/Charlie-and-Nadine-H.-v.-Christie-Monitoring-Report-XX-January-11-2018.pdf> (Also on the BCWEP Website)
 - A critical review of ASFA,
 - Finding strengths in challenging families,
 - The impact of parental incarceration on children,

- o Human Trafficking as it is related to children/adolescents,
- o Child welfare and racial disparity,
- o The importance of working with fathers in the Child Welfare system,
- o Disabled parents and the child welfare system
- o Review of a promising practice for working with families experiencing domestic violence, substance abuse, sexual abuse, mental illness, trauma or homelessness in a new or different way
- o Final Paper: There will be a final paper, which will measure your ability to integrate course learning.

Midterm Instructions:

This midterm exam must be completed between the due dates listed below. It is to be taken alone, away from the company and involvement or input of anyone else. Your answers must be thorough and thoughtful, utilizing the readings, research, professional field and personal experiences that you have developed through your social work studies. Each answer should be 2-3 well developed paragraphs with proper APA citations. Each answer should reference readings from this class and your field experiences. I am sure you will do well.

Week Six Individual Presentation Assignment

Topics in Child Welfare: Each student will be choose a particular topic described below and discussed what you learned about that particular topic

- o Trends in child welfare,
- o An Analysis of the New Jersey Child Federal Monitoring report –
- o <https://cssp.org/wp-content/uploads/2018/08/Charlie-and-Nadine-H.-v.-Christie-Monitoring-Report-XX-January-11-2018.pdf> (Also on the BCWEP Website)
- o A critical review of ASFA,
- o Finding strengths in challenging families,
- o The impact of parental incarceration on children,
- o Human Trafficking as it is related to children/adolescents,
- o Child welfare and racial disparity,
- o The importance of working with fathers in the Child Welfare system,
- o Disabled parents and the child welfare system
- o Review of a promising practice for working with families experiencing domestic violence, substance abuse, sexual abuse, mental illness, trauma or homelessness in a new or different way,

You can choose one of these topics or obtain the instructor's permission to select a different one. Prepare 4-5 powerpoint slides as your presentation.

Final Paper

You have made it to the end of the fall semester - congratulations! This exam is to be completed alone and in the company of no one else. This is your work representing what you have done over the course

of the semester. You are not to have input and involvement from anyone else. Be sure to answer the question to the best of your ability. There is one essay question. Your essay answers must be thorough and thoughtful.

In no more than one page, either describe an area of focus that you were interested to have learned about, an area of focus that you know now that you did not know prior to taking this course OR an area in child welfare that you feel moving forward, will require immediate intervention.