

WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

SWK 6684: CHILD AND FAMILY WELFARE
SUMMER 2017

COURSE DESCRIPTION

This course examines the social welfare policies, programs and services to families and children, historically known as "child welfare services." It explores major issues facing children, youth and families, critically examining the assumptions, values, and philosophical perspectives underlying the social policies that shape child welfare. A central theme of this course is the impact of social problems, economic inequity and discrimination on family well-being and how these forces have affected the development of services for families and children.

This course builds on the knowledge of social welfare institutions that were introduced in the foundation year course, Social Welfare Organization, by examining the organizational context in which services to families and children are provided. It also utilizes the "ecological systems" perspective to explore the environmental context in which the social worker operates. This course integrates policy and practice by examining the problems affecting families and children and our society's response to these problems, including the impact on the social work practice delivery system.

This course is divided into three units. The first unit is an overview that explores changing definitions and expectations of the family, and how such changes are shaped by the economy, cultural values, and other forces. The effects of poverty and discrimination on the well-being of families—in particular minority and single parent families—are also examined. The second unit examines the primary social service delivery systems designed for children and families, including adoption, foster care, and child protective services. The third unit focuses on contemporary social problems facing children and families today, including juvenile delinquency, delays in permanency, and the prevalence of child fatalities.

COURSE COMPETENCY OUTCOMES

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 5: Engage in Policy Practice

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

The competencies will be assessed via written assignments, role plays and during classroom participation.

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information could reveal a person's identity to another needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

REQUIRED TEXTBOOK

Downs, S., Moore, E., McFadden, E., Costin, L. (2009). Child welfare and family services: Policies and practice. (8th Ed.) Boston, MA: Allyn & Bacon. ISBN13: 978-0205571901

The hardcover version of the course text can be rented via Amazon.com for as cheap as \$43.81.

The paperback version of the course text can be purchased at Amazon.com for as cheap as \$56.24.

<http://amzn.to/2mNsJus>

EXPECTATIONS & GRADING POLICY

Students are expected to attend all classes on time. The University grading system will be applied. The course grade will be based upon the extent to which the student meets the course objectives, as demonstrated in the form, content, and promptness of written assignments as well as class attendance and participation.

Criteria for final grades are:

20% Participation

40% Assignment 1

40% Assignment 2

ASSIGNMENTS

Assignment 1

Study of a relevant social problem. Choose a current social problem affecting children and families in your jurisdiction. Address the following:

1. Describe the specific group or groups of people affected by this problem, with particular attention to vulnerable populations. How widespread is the problem currently?
2. What factors have contributed to the identified problem? Place the problem within a socio-political-economic framework in order to explain these factors.
3. How are society's values reflected in how the problem is defined? How are social work values congruent with or divergent from, society's values with respect to the problem you have identified?
4. What solutions have been attempted to solve the problem? Evaluate their effectiveness.
5. What solutions would you propose and why?

Due Date: June 27th 2017 by Midnight

Paper Requirements: APA style 6th edition is required. Incorporate class readings and scholarly literature. 8 - 10 pages.

Course Competency Outcomes: 1 & 2

Assignment 2

Policy response to social problem. Using the social problem you discussed in Assignment Two, write about a current policy or law in your jurisdiction that has been designed to address this problem:

1. Briefly describe the history of the policy. What is the jurisdiction of this policy (ie., is this a national, state, or local law)? Who inspired and/or championed the creation of it? Was there a critical incident that spurred the development of this policy at the time it was introduced?
2. Describe the policy in detail. You may quote the entire policy verbatim, but then go on to describe what it means in your own words. What are the key provisions that address the social problem?
3. How well does this policy or law work at addressing the social problem? Has the problem gotten worse, improved, or stayed the same since this policy or law has been introduced? What criticisms have there been to it? Do you think these criticisms are valid?
4. To what extent does this policy or law concur with social work values? What changes would you suggest to this policy to improve its concurrence with social work values?

Due Date: July 20th 2017 by Midnight

Paper Requirements: APA style 6th edition is required. Incorporate class readings and scholarly literature. 8 - 10 pages.

Course Competency Outcomes: 1, 2, & 5

COURSE & INSTRUCTOR EVALAUTION

Students will be given the opportunity to evaluate the course. At the end of the semester, students will be given a course/instructor evaluation questionnaire. Evaluation, however, is an ongoing process and students are encouraged to provide feedback throughout the semester.

COURSE OUTLINE

Session	Date	Topic	Reading	Competency Outcome	Assignment
Unit 1: Child and Family Welfare Overview					
1	6/6	Introduction	Chapter 1	5	
2	6/8	Supportive Programs for Children and Families	Chapter 2	5	
3	6/13	“Best Interest” in Child Welfare & Mandated Reporting	See session readings on page 5	5	
4	6/15	Disproportionality and Disparity in Child Welfare	See session readings on page 5	2	
Unit 2: Primary Social Service Delivery Systems					
5	6/20	Direct Service Interventions	Chapter 4	8	
6	6/22	Supervision	See session readings on page 5	1 & 8	
7	6/27	Prevention Services	Chapters 3 & 7	8	Assignment 1
8	6/29	Child Protective Services (CPS)	Chapter 6	8	
9	7/6	History of Foster Care	Chapter 8	5	
10	7/11	Foster Care Practice Issues	Chapter 9	8	
Unit 3: Contemporary Social Problems					
11	7/13	Permanency	Chapter 10	8	
12	7/18	Ethics and Advocacy	Chapter 12	1	
13	7/20	Juvenile Justice	Chapter 11	8	
14	7/25	Contemporary Child Welfare Issues in New York City	See session readings on page 5	5 & 8	Assignment 2

Session 3 6/13

Topic: “Best interest” in child welfare & mandated reporting

Required Readings:

Child Welfare Information Gateway. (2016). *Determining the best interests of the child*. Washington, DC: U.S. Department of Health and Human Services, Children’s Bureau. . Read pages 1-3.

Deisz, R., Dueck, H. J., George, N., & Levine, M. (1996). Reasonable cause: A qualitative study of mandated reporting. *Child Abuse & Neglect*, 20(4), 275-287.

Watson, H., & Levine, M. (1989). Psychotherapy and mandated reporting of child abuse. *American Journal of Orthopsychiatry*, 59(2), 246.

Session 4 6/15

Topic: Disproportionality and disparity in child welfare

Required Readings:

Annie E. Casey Foundation. (2006). Race matters: Unequal opportunity in the child welfare system. Retrieved from http://www.aecf.org/upload/publicationfiles/fact_sheet11.pdf/.

Anyon, Y. (2010). Reducing racial disparities and disproportionalities in the child welfare system: Policy perspectives about how to serve the best interests of African American youth. *Children and Youth Services Review*, 33, 242-253. Read pages 242-246.

Drake, B., Jolley, J.M., Lanier, P., Fluke, J., Barth, R.P. & Jonson-Reid, M. (2011). Racial bias in child protection? A comparison of competing explanations using national data. *Pediatrics*, 127(3), 471-478.

Session 6 6/22

Topic: Supervision

Required Readings:

Chen, S. Y., & Scannapieco, M. (2010). The influence of job satisfaction on child welfare worker's desire to stay: An examination of the interaction effect of self-efficacy and supportive supervision. *Children and Youth Services Review*, 32(4), 482-486.

Lietz, C. A. (2009). Critical thinking in child welfare supervision. *Administration in Social Work*, 34(1), 68-78.

Noble, C., & Irwin, J. (2009). Social work supervision an exploration of the current challenges in a rapidly changing social, economic and political environment. *Journal of Social Work*, 9(3), 345-358.

Session 14 7/25

Topic: Contemporary Child Welfare Issues in New York City

Required Readings:

Southall, A. (2016, December 05). Brooklyn Toddler Injured in Case of Suspected Abuse Has Died. *The New York Times*, Retrieved from <http://nyti.ms/2mJHqiI>

Southall, A. (2016, September 28). Death of 6-Year-Old Boy in Harlem Raises Questions for Child Welfare Agency. *The New York Times*, Retrieved from <http://nyti.ms/2mQkY7U>

Stewart, N. (2016, December 12). New York City's Child Welfare Commissioner, Gladys Carrión, Resigns. *The New York Times*, Retrieved from <http://nyti.ms/2lLpsNu>