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

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 EVALUATION
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

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**Session 3 6/13**

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

**Required Readings:**


**Session 4 6/15**

**Topic:** Disproportionality and disparity in child welfare

**Required Readings:**


**Session 6 6/22**

**Topic:** Supervision

**Required Readings:**


**Session 14 7/25**

**Topic:** Contemporary Child Welfare Issues in New York City

**Required Readings:**

