

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

CHILD AND FAMILY WELFARE

SWK 6684

SPRING 2020

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 COMPETENCIES OUTCOMES

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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.

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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 that would allow another to identify the person 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.

E-RES (Electronic Reserve)

Most of the articles mentioned in the curriculum are available on electronic reserve [**E-RES**]. You can access the full text articles from your home or from a university computer at no charge.

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How do I Use E-RES?

1. Go to the library's online resources page: http://www.yu.edu/libraries/online_resources.asp (Links to an external site.)[Links to an external site.](http://www.yu.edu/libraries/online_resources.asp)
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author
4. Click on the link to your course.
5. Enter the password given to you by your instructor. Current passwords = numbers of the course followed by SPR

(e.g. 6003SPR)
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.

- When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html (Links to an external site.)[Links to an external site.](#)

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TEACHING METHODS AND CLASS PARTICIPATION

A combination of lecture and class discussion, films and experiential learning methodologies will be used in this course. **Students are expected to participate actively in class discussions, and exercises.**

It is expected that each student will keep up with the required readings in the course outline. Books and articles listed as recommended are designed to enhance or complement the required text. Students are urged to take advantage of the supplementary readings which are on reserve at the library. Time will be set aside during each class to answer questions related to readings or assignments. The instructor is available by appointment for individual student conferences.

Familiarity with readings should be reflected both in written assignments and classroom discussion.

COURSE REQUIREMENTS

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> (Links to an external site.)[Links to an external site.](#)

ASSIGNMENTS

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.

There will be two graded written paper assignments during the semester.

Failure to complete and turn these in will reduce your overall grade.

Paper 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?

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 One, 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?

Paper Requirements: APA style 6th edition is required.

Incorporate class readings and scholarly literature. 8 - 10 pages.

Course Competency Outcomes: 1, 2 &5

GRADING CRITERIA

The following criteria will be used for grading written assignments:

Completeness and timeliness of the assignment; clarity of thought and communication; correctness of language, ability to apply course content and reading to the assignments; appropriateness and fullness of documentation; evidence of interest in learning from written assignments and classroom discussions.

The University grading system will be applied. The 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 meaningful class participation in the discussion boards and through the response papers.

Criteria for final grades are:

Assignment 1 40%

Assignment 2 40%

Class Participation 20%

The policy of WSSW is that absences beyond two in a semester may be cause for failure.

COURSE OUTLINE

Unit I: Child and Family Welfare Overview

- Session I: Introduction
 - Read Chapter 1 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). *Child welfare and family services: Policies and practice*. (8th Ed.) Boston, MA: Allyn & Bacon.

- Session 2: Supportive Programs for Children and Families
 - Read Chapter 2 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). *Child welfare and family services: Policies and practice*. (8th Ed.) Boston, MA: Allyn & Bacon.

- Session 3: “Best Interest” in Child Welfare & Mandated Reporting
 - 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., Doueck, 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: Disproportionality and Disparity in Child Welfare
 - 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/ (Links to an external site.)[Links to an external site.](#).

- 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.

Unit II: Primary Social Service Delivery Systems

- Session 5: Direct Service Interventions
 - Read Chapter 4 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). *Child welfare and family services: Policies and practice*. (8th Ed.) Boston, MA: Allyn & Bacon.

- Session 6: Supervision
 - 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 7: Prevention Services
 - Read Chapter 3 & 7 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). *Child welfare and family services: Policies and practice*. (8th Ed.) Boston, MA: Allyn & Bacon.
 - Assignment I Is Due

- Session 8: Child Protective Services
 - Read Chapter 6 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). *Child welfare and family services: Policies and practice*. (8th Ed.) Boston, MA: Allyn & Bacon.

- Session 9: History of Foster Care

- Read Chapter 8 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). Child welfare and family services: Policies and practice. (8th Ed.) Boston, MA: Allyn & Bacon.
- Session 10: Foster Care Practice Issues
 - Read Chapter 9 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). Child welfare and family services: Policies and practice. (8th Ed.) Boston, MA: Allyn & Bacon.

Unit III: Contemporary Social Issues

- Session 11: Permanency
 - Read Chapter 10 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). Child welfare and family services: Policies and practice. (8th Ed.) Boston, MA: Allyn & Bacon.
- Session 12: Ethics and Advocacy
 - Read Chapter 12 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). Child welfare and family services: Policies and practice. (8th Ed.) Boston, MA: Allyn & Bacon.
- Session 13: Juvenile Justice
 - Read Chapter 11 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). Child welfare and family services: Policies and practice. (8th Ed.) Boston, MA: Allyn & Bacon.
- Session 14: Contemporary Child Welfare Issues in New York City
 - Southall, A. (2016, December 05). Brooklyn Toddler Injured in Case of

Suspected Abuse Has Died. The New York Times, Retrieved from <http://nyti.ms/2mJHqil> (Links to an external site.)[Links to an external site.](http://nyti.ms/2mJHqil)

- 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> (Links to an external site.)[Links to an external site.](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/2ILpsNu>
- Assignment 2 Is Due