



**Social Work Practice in Child Welfare II
SW 41100
BSW Program
Spring 2024**

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COURSE DESCRIPTION

Social Work Practice in Child Welfare I and II are designed to help students apply the major psychological and sociological theories about attachment, trauma, and development; policy frameworks; and evidence-informed interventions to child welfare services in the field. Social Work Practice II is the second course in a yearlong **sequence**. This course will also emphasize skills and knowledge used in child safety, preventive services and foster care. Emphasis will continue to be placed on teaching students to intervene quickly and carefully, work with traumatized children and adolescents and work with caregivers who are either mandated to service or engage in services voluntarily. Students will learn how to work on safety, permanency plans and well-being using evidence-informed and evidence-based models.

This course is designed to further prepare students for entry-level work in child welfare. An emphasis continues to be placed on increasing students' knowledge and skills for culturally competent, strengths-based, and family-centered child welfare services.

COURSE OBJECTIVES

By the end of the course, you will be able to:

1. Identify the roles and responsibilities of social workers in child welfare including child protection, preventive services, foster care, adoption, juvenile justice, and education;
2. Understand the stages of the casework process including intake, initial assessment, family assessment, engagement, service planning, service provision and termination;
3. Know the federal and state statutory requirements related to case management including responsibilities such as mandatory reporting and expected competencies for child welfare and juvenile justice service providers; and
4. Understand the impact of the involuntary nature of the client's relationship with the child welfare service providers.

COURSE FORMAT

This course will be taught live.

COURSE COMPETENCY OUTCOMES

Competency	Behavior	Dimension	System Level	Session in which Content Covered	Assignments
Competency 1: Demonstrate Ethical and Professional Behavior	B1: 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	Values, Knowledge, Skill		2,4,6,10,13,14	Discussion Board EBB Part One and Two
	B2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Values, Cognitive & Affective Processes, Skill, Knowledge		2,4,6,10,13,14	Discussion Board EBB Part One and Two
	B3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Skill, Knowledge		2,4,6,10,13,14	Discussion Board EBB Part One and Two
	B5: Use supervision and consultation to guide professional judgment and behavior	Cognitive & Affective Processes, Knowledge, Skill		2,4,6,10,13,14	Discussion Board EBB Part One and Two
Competency 7: Assess Individuals, Families, Groups, Organizations,	B19: Collect and organize data, and apply critical thinking to interpret information from	Skill, Values, Knowledge,	Individuals, Families, Groups, Organizations, and Communities	2,3,6,7,9,10,11	Discussion Board EBB Part One and Two

and Communities	clients and constituencies				
	B20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Skill, Knowledge	Individuals, Families, Groups, Organizations, and Communities	2,3,6,7,9,10,11	Discussion Board EBB Part One and Two
	B21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Values, Cognitive & Affective Processes, Knowledge, Skill	Individuals, Families, Groups, Organizations, and Communities	2,3,6, 7,9,10, 11	Discussion Board EBB Part One and Two
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	B26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Values, Skill, Knowledge	Individuals, Families, Groups, Organizations, and Communities	3,4	Discussion Board EBB Part One and Two
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	B30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Cognitive & Affective Processes, Knowledge, Values, Skill	Individuals, Families, Groups, Organizations, and Communities	3,4,5,6,9,10,11	Discussion Board EBB Part One and Two

RECOMMENDED TEXTS

Hanna, M.D., Fong, R., Rolock, N, McRoy, R. (2021). *Introduction to child welfare: Building a culturally responsive, multisystemic, evidence-based approach* (1st Edition). San Diego, CA: Cognella Academic Publishing.

Downs, S., Moore, E., & McFadden, E. (2009). *Child welfare and family services: Policies and practice* (8th Edition). Boston: Allyn and Bacon.

ONLINE RESOURCES:

Child Welfare Information Gateway: <https://www.childwelfare.gov/>

The Children's Bureau: <https://www.acf.hhs.gov/cb>

The Annie E. Casey Foundation: <https://www.aecf.org/>

National Center for Excellence in Child Welfare: <http://www.nccwe.org/>

ASSIGNMENTS

The assignments for this class will consist of the following:

Evidence Based Brief (Two parts; 50 points)

From the list of Evidence-Based interventions below, choose one and write a paper covering the content outlined below. You are to build on the individual, family, group that you identified in the Fall semester for your Integrative Assessment paper:

EBB – PART ONE:

1. Name of Program/Intervention
2. Target Population
3. Needs addressed
4. Expected Outcomes
5. Description of Intervention
6. Implementation Considerations and Resources
7. Cultural Considerations
8. Limitations

EBB – PART TWO

9. Evidence Base (description and overview of peer reviewed articles evaluating effectiveness)
10. California Evidence Based Clearinghouse (CEBC) Scientific Rating
11. CEBC Relevance to Child Welfare Rating
12. Source/Reference List (minimum of 4 sources to include web pages, journal articles and other sources)

Type of Evidence-Based Interventions:

- Alternatives for Families: A Cognitive Behavioral Therapy (AF-CBT)
- Attachment and Bio-behavioral Catch-Up (ABC)
- Child Haven Therapeutic Child Care (CHTCC)
- Child Parent Psychotherapy (CPP)
- Incredible Years (IY)
- KEEP (Keeping Foster & Kin Parents Supported)
- Multi-dimensional Treatment Foster Care (MDTFC)
- Parent Child Interaction Therapy (PCIT)

- Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
- Coping Cat
- Domestic Violence Home Visit Intervention (DVHVI)
- Family Connections (FC)
- Family Group Decision Making (FGDM)
- Foster Parent College
- Healthy Families in America (Home Visiting for Child Well-being)
- Homebuilders
- Project Connect (PC)
- Self-Motivation Group (SM Group)
- Teaching Family Model (TFM)
- Trauma Focused Cognitive Behavioral Therapy (TF-CBT)
- Triple P = Positive Parenting Program
- Wrap Around (WA)

Rubric for EB Brief

	<u>Proficient</u>	<u>Competent</u>	<u>Novice</u>	<u>Needs Improvement</u>
<u>Description</u>	Answers questions with details and insight; clarity in description of individuals, families, groups or events Connects answers to course content where applicable	Answers most questions with details, clarity and insight; some reference to course content where applicable	Answers some questions with clarity, insight and details; Little connection to course content where applicable	Does not answer the questions with clarity, insight or details; No evidence of connection to course content where applicable
<u>Organization</u>	Very organized in presenting information; follows the outline as presented in assignment	Mostly organized in presenting information; shows effort to follow the outline of the assignment	Somewhat organized in presenting information; leaves out some questions	Information is not presented in an organized manner
<u>Grammar and Spelling</u>	Excellent writing, grammar, punctuation; no spelling errors	Good writing, grammar and punctuation; some spelling errors	Fair writing, grammar and punctuation; several spelling errors	Poor writing, grammar and punctuation; many spelling errors

GRADING

This course uses the Hunter College Undergraduate Grade Scale grading system. Final grades will be based on the following:

Class Participation 10%

Evidence Based Brief (2 parts, 45 points each)

LETTER GRADE	GPA VALUE	GRADE SCALE%
A+	4.0	97.5 - 100
A	4.0	92.5 - 97.4
A-	3.7	90.0 - 92.4
B+	3.3	87.5 - 89.9
B	3.0	82.5 - 87.4
B-	2.7	80.0 - 82.4
C+	2.3	77.5 - 79.9
C	2.0	70.0 - 77.4
D	1.0	60.0 - 69.9
F	0	0.0 - 59.9

Incomplete: Grades of Incomplete may be given at the discretion of the instructor. In this course there are no incompletes.

COURSE EXPECTATIONS

1. Attendance and participation policy

- a. On time attendance is required (more than three unexcused absences will result in automatic failure of the course);
- b. Inform the instructor via email that you will not be in class;

2. NOT Blackboard

I do not use Blackboard in this course. I use www.garymallon.com instead

3. Course conduct:

- a. Please arrive to class on-time;
- b. Mute your devices upon arrival;
- c. Please try to participate in both group and class discussion;

4. Deadlines and Extensions

- a. All assignments are due on the date specified by 11:59PM emailed to gmallon@hunter.cuny.edu;
- b. Extensions may be granted under extenuating circumstance but, you need to discuss this the instructor beforehand;
- c. Assignments that are not turned in on-time will receive a failing grade;
- d. If you need assistance with writing please utilize the Writing Center: Christopher Hartley, Director: ch552@hunter.cuny.edu

HUNTER COLLEGE/SSSW POLICIES

I. Hunter College School of Social Work Attendance Policy

Class attendance is a requirement of the program. Excessive absence will affect course grades. Students should discuss any unavoidable absence with instructors and clarify the potential impact of absences on the grade for the course.

Hunter College Catalogue: Pages 71 & 72

Class Attendance: All students must report to classes during the first week of classes. Students will lose their place in some classes if they do not attend the first class meeting. (See, for example, the "Notes" for biology and chemistry in the Schedule of Classes.) The instructor has the right to set attendance requirements for the course, to keep attendance records, and to consider attendance in the calculation of final grades. Such attendance policies will be listed in the course syllabus. Students may not use absence from class as an excuse for not fulfilling all course requirements.

Religious holiday policy: *Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s).*

The rationale for the above language is from an excerpt from the School of Social Work's catalogue on our web site:

Student Rights Concerning Religious Observances

Education Law Section 224-a, stating the rights and privileges of students unable to attend classes on certain days because of religious beliefs, appears below, as mandated by State law:

- *No person shall be expelled from or refused admission as a student for the reason that he/she is unable, because of religious beliefs, to attend classes or participate in any examination, study or work requirements on a particular day or days.*
- *Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused from any examination or any study or work requirements.*
- *It shall be the responsibility of the faculty and the administrative officials to make available to each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to make up any examination, study or work requirement which may have been missed because of such absence on any particular day or days. No fees of any kind shall be charged for making available to the said student such equivalent opportunity.*

In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student who avails himself/herself of the provisions of this section.

- *Students who are aggrieved by the alleged failure of any faculty or administration officials to comply in good faith with the provisions of this section shall be entitled to*

maintain an action or proceeding in the supreme court of the county in which the institution is located for the enforcement of their rights under this section.

II. Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).

b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct

Link: <http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf>

III. Accommodations for Students with Disabilities

The Office of AccessABILITY provides accommodations in accordance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The students who are eligible for reasonable accommodations during classroom, testing, and or internships include those with any psychiatric, physical, learning, medical or temporary conditions that limits their overall academic functioning. All information is kept confidential and only released with the student's written permission.

If you have any of the conditions listed above, or you are not sure if you qualify for accommodations, please contact the office for further information and a meeting with a counselor. **Please note, in order to receive an accommodation, you must provide current and appropriate [documentation](#).** Registering **early in the semester** with the Office of AccessABILITY will ensure your accommodations in a timely manner so your condition won't affect your academic progress. The office is located in room East 1214 of Hunter College at 68th Street, phone: (212) 772-4857. fax: (212) 650-3449. VP: (646-755-3129).

IV. Hunter College Academic Integrity/Dishonesty

Academic integrity is a guiding principle of the Hunter College learning community because all students should have the opportunity to learn and perform on a level playing field.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, obtaining an unfair advantage, and falsifying records or documents (see examples) whether intentional or not.

Hunter College upholds the right to promote academic integrity on its campus as an educational institution of the City University of New York. The College has the responsibility to review all charges of academic dishonesty and implement sanctions, including, but not limited to, failing the course, official transcript notation, suspension or expulsion from the College when it has been determined that academic dishonesty did occur. Please click here to see a full list of disciplinary sanctions. For more information on Hunter College's Academic Integrity Policy, please [click here](#).

V. Professional Code of Conduct

Students are expected to comply with the College's policies and regulations outlined in the [Campus Code of Conduct](#).

In accordance with the emphasis on ethical conduct in the social work profession, students are expected to incorporate the highest ethical standards in every element of their work and to conduct themselves in ways that manifest the maturity and emotional stability necessary to function as professionals. Examples of poor academic performance and misconduct that will subject the student to disciplinary action or dismissal from the program include the following:

1. Violations of the College policy on Academic Integrity (e.g., plagiarism).
2. Behavior determined to be a violation of College or School policies or regulations.
3. Behavior determined to be a violation of the profession's ethics (e.g., the NASW Code of Ethics).
4. Behaviors that do not meet professional expectations and standards, which include generally accepted standards of professional conduct, personal integrity, or emotional stability.
5. Behaviors determined to be unprofessional conduct towards colleagues, faculty, or staff.

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COURSE OUTLINE

CLASS/WEEK 1 UNIT 1: Permanency and Family Centeredness

Learning Outcomes:

1. Review of concepts learned in the Fall;
2. Review assignments and general orientation

To Do:

- Read the syllabus

CLASS/WEEK 2 UNIT 1: Foster Care – The Process

Learning Outcomes: (Competency 1, 7 and 8)

1. Be able to identify what are family support services;
2. Develop knowledge about specific types of family support
3. Understand the basics of case management

To Do:

- Read: Downs, Moore and McFadden pages 92-98
- Listen: <https://www.thisamericanlife.org/346/home-alone/act-two-0>

**CLASS/WEEK 3 UNIT I: Adoption – Types of Adoption and the
Process of Adoption**

Learning Outcomes: (Competency 7, 8 and 9)

1. Learn the steps for crisis intervention
2. Know what solution-focused approaches are
3. Understand the basic approaches of family preservation

To Do:

- Listen: <https://www.thisamericanlife.org/485/surrogates/act-two-0>
- Read: Chapter 7 in Downs, Moore and McFadden
- Read: https://www.researchgate.net/publication/300000362_A_Crisis_Intervention_Model_for_Child_Protective_Services_Workers

CLASS/WEEK 4 UNIT 1: LGBTQIA+ Issues in Child Welfare

Learning Outcomes: (Competency 1, 8 and 9)

1. Understand the history of evidence-based interventions and approaches;
2. Identify the policy-initiatives that support evidence-based approaches

To Do:

- Read: CALSWEC Leadership Symposia on Evidence-Based Practice: <https://akanelson.github.io/calswec-static/calswec-archive.berkeley.edu/leadership-symposia-evidence-based-practices-ebp/index.html>

CLASS/WEEK 5 UNIT 1: Suicidality – How to Address. It

Learning Outcomes: (Competency 1, 8 and 9)

1. Understand the history of evidence-based interventions and approaches;
2. Identify the policy-initiatives that support evidence-based approaches

To Do:

- Read: CALSWEC Leadership Symposia on Evidence-Based Practice: <https://akanelson.github.io/calswec-static/calswec-archive.berkeley.edu/leadership-symposia-evidence-based-practices-ebp/index.html>

CLASS/WEEK 6 UNIT 1: EVIDENCE-BASED INTERVENTIONS IN CHILD WELFARE

Learning Outcomes: (Competency 1, 8 and 9)

3. Understand the history of evidence-based interventions and approaches;
4. Identify the policy-initiatives that support evidence-based approaches

To Do:

- Read: CALSWEC Leadership Symposia on Evidence-Based Practice: <https://akanelson.github.io/calswec-static/calswec-archive.berkeley.edu/leadership-symposia-evidence-based-practices-ebp/index.html>
- Identify models of evidence-based approaches;
- Read: Barth, R. (2008). The Move to Evidence-Based Practice: How Well Does It Fit Child Welfare? The Journal of Public Child Welfare, 2(2) 145-171.

CLASS/WEEK 7**UNIT II: The Legal and Judicial System in Child Welfare**Learning Outcomes: (Competency 1, 7 and 9)

1. Understand the components of progress evaluation
2. Be aware of the importance of family involvement in evaluation

To Do:

- Read: McLendon, T., McLendon, D., Dickerson, P. S., Lyons, J. K., & Tapp, K. (2012). Engaging families in the child welfare process utilizing the family-directed structural assessment tool. *Child Welfare, 91*(6), 43-58. Retrieved from <https://search.proquest.com/docview/1509394986?accountid=27495>
- Read: Navarro, I. (2014). Family engagement in "voluntary" child welfare services: Theory and empirical evidence from families under differential response referrals in California. *Child Welfare, 93*(3), 23-45. Retrieved from <https://search.proquest.com/docview/1804471068?accountid=27495>
- Watch: <https://huntercuny.kanopy.com/video/daddy-dont-go>

CLASS/WEEK 8**UNIT II: CASE CLOSURE AND TERMINATION**Learning Outcomes: (Competency 7 and 9)

1. How to know when to close a case;
2. Engage family in post-services planning

To Do:

- Read: https://www.childwelfare.gov/pubPDFs/f_fam_engagement.pdf
- Read: <https://www.childwelfare.gov/pubPDFs/cps2018.pdf> (Chapter 11)

CLASS/WEEK 9**UNIT II: ATTACHMENT, SEPARATION AND PLACEMENT**Learning Outcomes: (Competency 7)

1. Understand the principles of concurrent planning
2. Identify placement options
3. Recognize the importance of assessment in permanency

To Do:

- Read: <https://aifs.gov.au/cfca/publications/childrens-attachment-needs-context-out-home-care>
- Read: <https://adoption.com/addressing-separation-anxiety-in-foster-children/>
- Review: <https://www.childwelfare.gov/topics/permanency/planning/concurrent/>

CLASS/WEEK 10 UNIT II: PERMANENCE

Learning Outcomes: (Competency 7)

4. Understand the effects of trauma on children;
5. Be able to identify attachment disorders

To Do:

- Read: Cook, A., Spinazzola, J., Ford, J., Langtree, C., Blaustein, M., Cloitre, M. et al (2005). Complex trauma in children and adolescents. *Psychiatric Annals* 35, 390-398.
- Read: <https://www.ncmhjj.com/wp-content/uploads/2016/09/Trauma-Among-Youth-in-the-Juvenile-Justice-System-for-WEBSITE.pdf>
- Read: <https://www.mayoclinic.org/diseases-conditions/reactive-attachment-disorder/diagnosis-treatment/drc-20352945>
- Watch: <https://huntercuny.kanopy.com/video/can-it-hurt-less-social-justice-documentary>
- Listen: https://www.ted.com/talks/jessica_pryce_to_transform_child_welfare_take_race_out_of_the_equation?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

CLASS/WEEK 11 UNIT II: ASSESSMENT AND PLANNING; JUVENILE JUSTICE

Learning Outcomes: (Competency 1, 7, and 9)

1. Define status offenses, delinquency and custody
2. Be familiar with promising approaches in juvenile justice

To Do:

- Watch: <https://huntercuny.kanopy.com/video/when-justice-isnt-just>
- Listen: https://www.ted.com/talks/alice_goffman_how_we_re_priming_some_kids_for_college_and_others_for_prison?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

CLASS/WEEK 12 UNIT II: TRANSITIONING TO ADULTHOOD AKA INDEPENDENT LIVING OR AGING OUT OF CARE

Learning Outcomes: (Competency 1, 7, 8 and 9)

1. Understand the challenges of youth exiting care;
2. Identify the policies and programs that are designed to assist youth in the transition to independent living

To Do:

- Read: <https://www.childwelfare.gov/topics/outofhome/independent/>
- Read: <https://www.childtrends.org/publications/supporting-older-youth-beyond-age-18-examining-data-and-trends-in-extended-foster-care>
- Read: <https://www.acf.hhs.gov/cb/resource/chafee-foster-care-program>
- Read: <https://www.uscis.gov/working-united-states/sij>
- Listen: <https://www.npr.org/2019/02/22/696834560/migrant-youth-go-from-a-childrens-shelter-to-adult-detention-on-their-18th-birth>

CLASS/WEEK 13 UNIT II: AGING OUT OF CARE

Guest Lecture:

Panel of young adults discuss their experiences in aging out of foster care

CLASS/WEEK 14 UNIT II: CHILD WELFARE WORKFORCE ISSUES

Learning Outcomes: (Competency 1)

1. Be familiar with the issues affecting child welfare workers on the job: retention, job satisfaction, burn-out and vicarious trauma;
2. Recognize ethical dilemmas and access the tools needed to resolves them

To Do:

- Watch: <https://huntercuny.kanopy.com/video/oranges-and-sunshine-1>
- Read: <http://www.hrpub.org/download/20170330/IJRH1-19208222.pdf>
- Listen: <https://soundcloud.com/childwelfare/workforce-part-1-the-workforce-development-framework>

CLASS/WEEK 14 UNIT 3: CHILD WELFARE WORKFORCE ISSUES

Learning Outcomes: (Competency 1)

1. Understand career trajectories in child welfare;
2. Identify skills for success

To Do:

- Read: Sprang, G., Craig, C. and Clark, J. (2011). Secondary traumatic stress and burnout in child welfare workers: A comparative analysis of occupational distress among professional groups. *Child Welfare*, 90(6), 149-168
- Read: https://ncwwi.org/files/LINKD/Lawrence_et_al_Public_Perceptions.pdf
(read the article, not just the summary)
- Listen: <https://soundcloud.com/childwelfare/workforce-part-4-creating-change-at-the-local-level>

CLASS/WEEK 15**UNIT II****WRAP UP**