School of Social Work SWK

362: CHILD WELFARE

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Overview of Course

COURSE DESCRIPTION:

This elective course is designed to introduce the student to the many facets of a career in child welfare and agencies related to working with child welfare. The course will include information on the laws involved in working with children and families and the enforcement procedures and how they impact the clients. Problems that families face will be reviewed to help the student develop an understanding of family functioning and

how policies, referrals and services influence the multiple outcomes a client/family may be faced with during an interaction with a child welfare agency, judicial system or law enforcement agency.

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COURSE OBJECTIVE(S):

1. Students will learn to utilize personal knowledge of local social mores, customs, traditions and community cultures to influence local needs in child/families
2. Students will learn to evaluate professional performance and impact of non-professionalperformance
3. Students will learn how to understand, interact and communicatewith administration in both local governments and agencyhierarchy
4. Students will demonstrate understanding of community-oriented/basedpractice
5. Students will adhered to the values and ethics of the Human Serviceprofessions

RELATIONSHIP TO OTHER COURSES:

This elective course provides the content and experiential activities that focus on the following concepts of the Child Welfare System in the State of Texas and its National Scope:

- Placement of the child
- Development of the case plan
- Case management and supervision (of the child)
- Referral to services (accessing community-based resources)
- Preparation for and participation in judicial determinations (coordination with courts, preparation of reports for permanencyhearings)
- Case reviews
- Recruitment and licensing of foster homes and institutions

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.

2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice

4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engage, assesse, intervene and evaluate individuals, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Content assessed in this course reflects the following practice behaviors:

1.   Has commitment to career-long learning

2.   Advocates for client access to services of social work

3. Practices personal reflection and self-correction to assure continual professional development

Course Structure

Texts and Associated Materials

Required Texts:

Crosson-Tower, Cynthia, (2005) *Understanding child abuse and neglect.* 9th
       ed.Pearson: Boston.

OVERVIEW OF ASSIGNMENTS

<u>**POLICY ON DUE DATES:**</u>

<u>**I DO NOT accept Late Work**</u>. Assignments will be open when the course is open, allowing students to work ahead if they so desire. They close when they are due. However, items such as discussions will remain available as "Read Only" after the closing date. Pay close attention to things such as guidelines and timelines for posting in the discussions. These

timelines are in place to help lend to a true discussion. Also, please be aware that waiting until 11:50 pm to place your assignments in the drop box is not a good idea as your clock may not be set with the online program and at times the drop boxes seem to close early.

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1. **Quizzes –** There are three quizzes throughout the course; each one is worth 20 points (20 questions worth 1 point each). **Quizzes will only open with the course opening, and will close at 11:59 p.m. on Sunday of the week they are due. There are no allowances for opening a quiz after it has closed (in order to be completed late).** Each quiz is on specific chapters and there are no overlaps. All quizzes are open book; however, all quizzes are also timed, which means you are advised to have notes or to have read the material to reduce flipping through pages to find the answers. Hence running out of time.

- **Discussion board** – There are 2 discussion assignments throughout this course. They are worth 20 points each. To get full points on every discussion assignment you must do all of the following:

- Post your initial response to the discussion prompt by **11:59 pm on Wednesday** of the week in which the discussion is listed.
- Your initial post must be a true discussion of your understanding of the topic assignment and must be a **minimum of 7-10 sentences**.

- **You must respond to at least TWO of your peers between Thursday and Sunday at 11:59 pm.** These responses must be a **minimum of 3-5 sentences each and must add to the discussion**. Though you are free to say things like "Interesting thought" or "Nice discussion," these comments and those similar are **NOT** counted as part of the 3-5 sentences.
- NOTE: if you submit either your initial post or your response to two peers after the deadline, you will automatically receive a zero for the discussion assignment. As well, if you post to your two peers before the Thursday-Sunday response time, you will not receive credit. This is an "all or nothing" assignment.

- Proper grammar is expected. I highly recommend typing your thoughts and

comments in a file on a word processing program and check for spelling and grammatical errors. Then you should copy/paste your response in the discussion. Professionalism and professional presentation is an expectation and not an option. Points will be taken off for poor grammar/spelling errors.

2. **Papers** – You will have two written assignments throughout the course on an assigned topic. Each paper is worth **35 points.** All assignments are 3-4 pages double-spaced. These papers are submitted via the dropbox in your course for the week they are due**.** ==Late papers are not accepted.== ==*Do not submit them as an email. They must be a document with your last name as part of the file name and they must be a Word* document== **.** **You are required to use the template "Writing paper template" for every paper, changing the elements (but not the format) to fit your paper.** The template is located in Doc Sharing. A grading rubric is supplied for each paper so you know exactly what you are being graded on. ==Please copy and paste the rubric to== ==the end of your paper== ==so I may use that when grading your paper.==

3. **Topic Check-in** – There are 3 Topic Check-ins throughout this course and they are worth 10 points each. They require that you log in for that week and watch the assigned video. For credit (10 points), you must click into your Journal after viewing the video and **post a total of TWO paragraphs**. **Paragraph one** is a summary of what the video was about, and **Paragraph two** is a summary of your thoughts on what you saw. Be sure that you date your journal entry. The combined assignments are worth 30 points. These cannot be made up. They must be completed in the week they are assigned, or before**. Late posts will not count and will result in a zero for that Topic Check- in**. ==**Topic Check In assignments are to be posted in the "Journal"**== ==**area of the course.**== **Remember to make sure you have titled them: Topic Check-In #1, #2, etc. and that you complete the assignment prior to the Sunday 11:59 pm deadline.**

Grading Scale

<mark>I DO NOT allow for Extra Credit.</mark> There are a number of opportunities for you to be successful in this course with an abundance of work. I strongly suggest you use a calendar to keep up with opening and closing dates for assignments<mark>. Late assignments are NOT accepted.</mark>

1. Quizzes (3 throughout the course) = 60 points total
2. Discussion board (2 throughout the course) = 40 points total
3. Written assignments (2 throughout the course) = 70 points total
4. Topic Check-in (3 throughout the course) = 30 points total

Grading and evaluation - Grades will be determined according to the following percentage points earned against possible points.

Evaluation for the course grade will be computed according to the following formula: <u>Possible Points</u>   <u>Grade</u>

Possible Points	Grade
200 to 190	A
179 to 160	B
159 to 140	C
139 to 120	D

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings,

freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library - Room 162
Phone (903)886-5150 or (903) 886-5853
Fax 9903) 468-8148
StudentDisabilityServices@tamuc.edu

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Students Responsibilities

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Class Attendance and Participation Policy

- ➢ Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3)attentiveness

- ➢ Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

- ➢ Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.

- ➢ A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.

➢ The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly (class meets 1X week)	Up to 2 absences: No Penalty	3 absences: 1 letter grade drop	4 absences: Class grade of "F"	
Bi-Weekly (class meets 2X week)	Up to 3 absences: No Penalty	4 absences: 1 Letter grade drop	5 absences: 1 Letter grade drop	6 absences: Class grade of "F"
Summer 10-week	Up to 1 absence:	2 Absences: 1	3 absences: Class grade of "F"	

No Penalty   Letter grade drop

<u>*Online, Blended and Web Enhanced Classes:*</u> Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

<u>*Final Evaluation and Grade Depends on both Classroom attendance and Participation*</u> Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

University Code of Conduct *located in the Student Guide Book at* http://www.tamuc.edu/ [campuslife/documents/studentGuidebook.pdf](http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf) (pp 34- 66). On the University Website under Campus Life Documents
To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.
Department Code of Conduct
 "Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for
disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

Approved statement for inclusion in university publications (i.e. Syllabi, Faculty Handbook, Undergraduate and Graduate Catalog, Student Guidebook …)

<div align="center">Campus Concealed Carry</div>

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safety OfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty*.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/ [rulesProcedures/13students/](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/) [graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)) Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.

- For desktop systems, you must have Adobe Flash Player 10.1 or greater.

- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft ® Edge	Latest	N/A
Microsoft ® Internet Explorer ®	N/A	11
Mozilla ® Firefox ®	Latest, ESR	N/A
Google® Chrome ™	Latest	N/A
Apple ® Safari ®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android	Chrome	Latest

Device	Operating System	Browser	Supported Browser Version(s)
	4.4+		
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

  ○ 512 MB of RAM, 1 GB or more preferred

  ○ Broadband connection required courses are heavily video intensive

  ○ Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:

  ○ Sound card, which is usually integrated into your desktop or laptop computer

  ○ Speakers or headphones.

  ○ *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

    Pop-ups are allowed.

    JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

○ Adobe Reader https://get.adobe.com/reader/

○ Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/

○ Adobe Shockwave Player https://get.adobe.com/shockwave/
○ Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Tentative Schedule

8-26-19	Intro to Course Review syllabus	No assignment
9-3-19	Chapter 1: The Maltreatment of Children from a Historical View	No written assignment due
09-9-19	Chapter 2: The Family: Roles. Responsibilities, and Rights	Topic Check-in #1
09-16-19	Chapter 3: Maltreatment and the Developing Child	Discussion Board #1
9-23-19	No reading assignment	Quiz #1
9-30-19	Chapter 4: The Neglect of Children	No written assignment
10-7-19	Chapter 5: The Physical Abuse of Children	Paper #1
10-14-19	Chapter 6: The Sexual Abuse of Children	Topic Check-in #2
10-21-19	Chapter 7: Incest or Familial Abuse Chapter 8: Extra-Familial Sexual Abuse	No written assignment
10-28-19	Chapter 9: Psychological Maltreatment of Children	Quiz #2
11-4-19	Chapter 10: Intervention: Reporting and Investigation	Topic Check-in #3
11-11-19	Chapter 11: Intervention: Case Management & Roles of Other Professionals	No written assignment
11-18-19	Chapter 12: The Legal Response to Child Abuse & Neglect	Discussion Board#2
11-25-19	Chapter 13: Treatment: Physical Abuse and Neglect	Paper #2
12-2-19	Chapter 14: Treatment: Sexual Abuse	Quiz #3: MUST TAKE BY DEC 5th at 11:59 pm.