

The University of Tennessee
College of Social Work
BSSW Program
Spring 2018

SW 462 – Child Welfare II: Skills and Practice Methods
3 Credit Hours

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Time: Mon 6:30pm to 9:10pm
Location: Henson Hall 318
Office Hours: By Appointment

Prerequisite(s): 200 and 250.

Social work majors only. Students in majors other than social work may register for course with consent of instructor.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.
- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner

all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "*Hilltopics*". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity ([Hilltopics](#)).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Inclement Weather

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

BSWO

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

Course Description

Emphasis on the special challenges, needed skills, and different strategies and interventions in the provision of culturally responsive child welfare services. This course is designed to enhance the knowledge and skills of students interested in child welfare and subsequently improve the quality of services delivered by child welfare programs. Topics covered will include building trusting relationships with families; conducting family-centered assessments and planning; conducting family-centered CPS investigations; permanence; and juvenile justice.

Course Rationale

This course is designed to continue the student's preparation for entry-level child welfare practice. A focus on the Tennessee Department of Children's Services Practice Model will increase students' knowledge and skills for evidence-based, culturally competent, strengths-based, and family-centered child welfare practice.

Course Objectives

The objectives of this course are to provide students the opportunity to understand and analyze:

- the Tennessee Department of Children's Services Practice Model including joint decision making and levels of accountability
- the roles and responsibilities of social workers practicing in child welfare including child protection, foster care, adoption, juvenile justice, and education;
- the stages of the casework process including: intake, initial assessment, family assessment, service planning, service provision, monitoring of process, case transfers, and termination;
- 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
- the impact of the involuntary nature of the client's relationship with the child welfare service providers
- conceptual frameworks for assessment, planning, and intervention including systems theory, strengths perspective, solution-focused approach, crisis intervention, and family-centered planning

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. recognize the impact of age, race, ethnicity, social and economic class, culture, religion, sexual orientation, and other differences on the relationship between client and service provider and formulate culturally responsive, ethical engagement strategies accordingly;
2. demonstrate ability to conduct individual and family assessments, and to engage families in planning and establishing measurable treatment goals using a family team approach;
3. demonstrate skills in assessment and intervention that incorporate strengths-based, culturally responsive and family-centered practice;
4. demonstrate skills needed to evaluate case interventions and services for effectiveness and appropriateness;
5. discuss current public child welfare and juvenile justice laws and trends and the impact these have on direct practice;
6. demonstrate skills needed to effectively and ethically intervene and/or advocate for children and families at all system levels;
7. recognize one's own values and biases and how these can affect practice with children and families;
8. how to develop and utilize a network of community resources in case planning and management;
9. identify factors contributing to fatigue and burnout among child welfare professionals and list preventative measures for these;
10. demonstrate skills needed to assess the appropriateness and effectiveness of community services for children and families on a case-by-case basis;
11. demonstrate skills needed to facilitate the transition of a case to another service provider ensuring continuity and support for the client throughout the transition;
12. demonstrate skills needed to facilitate the process of termination with clients when appropriate;
13. provide clear, informative presentations individually and as a part of a team..

Instructor's Policies

Any assignments and/or exams that are not completed will be recorded as "0". Only in cases of a verified emergency will make-up examinations or assignment extensions be permitted. If there are extenuating circumstances, the instructor must be informed **prior** to the date/time of the exam or the due date of the assignment.

All cell phones should be silenced and put away during class and no text messaging is allowed. Such behavior is disruptive and disrespectful to peers and the course instructor. All mp3 players, iPads, etc. are to be off and stored during class. Students should remove all headphones, ear buds, and other listening devices from ears, head, and neck during class time. The instructor reserves the right to disallow the use of laptops in class if it seems students are using them inappropriately (e.g. instant messaging, typing emails, or web surfing) and distracting others. Please note that if a student must have her cell phone available due to a specific **need** during class, the student should discuss this with the instructor before the beginning of class and then quietly leave the classroom to take the call outside the classroom when the call comes in.

Course Requirements

The course format will be a combination of lecture, speakers, video, class discussion and activities. Students are expected to read, critically analyze, and discuss readings. Participation in class is required and **students should come to each class prepared to discuss the readings assigned for that class session. Please note that tests are currently scheduled for specific dates. However, the instructor**

reserves the right to give additional unannounced quizzes if students are not participating in class discussions and meaningfully applying concepts from readings in the discussions.

Required Readings

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

Other required readings will come from the Tennessee Department of Children’s Services. These materials include DCS documents, policies, and the DCS training manuals for new case managers. Readings from these manuals will be marked with asterisks (*) throughout the syllabus. All DCS reading materials will be posted on CANVAS.

Grading

The grading scale for SW 462 is:

279 – 300 A
 270 – 278 A-
 261 – 269 B+
 249 – 260 B
 240 – 248 B-
 231 – 239 C+
 219 – 230 C
 210 – 218 C-
 209 – 180 D
 179 & below F

Tests (60 points each)

There will be 2 tests in this class. Each test will cover required readings, class discussions, lectures, videos, and guest speakers. Each test will be worth 60 points.

Test 1 is scheduled for March 5th and includes materials covered prior to that date.

Test 1 evaluates course competencies 1,2, 3 and 5.

Test 2 is will be administered at the end of the course . The exam will be set up to begin when the student opens the test and will be open for 2 hours and 50 minutes. This exam includes materials covered from March 5th– the end of the semester.

This exam evaluates course competencies 2, 3, 4, 5, 8 and 10, 11, and 12. .

Burnout & Vicarious Trauma: Plan for Self-Care (20 points) Activities 1 and 2 of this assignment evaluate course competencies 7 and 9.

Burnout and vicarious trauma are potential risks faced by social workers and child welfare practitioners. This assignment consists of 2 activities that will assist you in taking a proactive approach to these risks. Activity 1 (10 points) will include reviewing information about burnout and vicarious trauma. Activity 2 (10 points) will involve reflecting on your own experiences of burnout and/or vicarious trauma and devising a plan to prevent and/or to quickly intervene when you begin to experience the symptoms of burnout and/or vicarious trauma. Activity 1 is due at the beginning of class on Feb 26th. Activity 2 is due at the beginning of class on March 19th.

“Difficult Aspect of Child Welfare Practice” Paper (100 points) This paper evaluates course competencies 6 and 7

It is understood that social work in the child welfare arena is emotionally challenging. This assignment provides an opportunity to identify and explore a specific aspect of child welfare practice that you anticipate will be particularly difficult for you. Your paper should include the following four parts (each part should be a separate section in your paper):

- I. Thoroughly define and describe the aspect of child welfare practice you have selected. (10 points)
- II. Examine the roots of your perceived difficulty, including an open discussion regarding your own perceptions, attitudes, biases, values, experiences, emotions, and beliefs that influence you regarding this aspect of practice. (25 points)
- III. A review of relevant professional literature on the subject and related NASW Code of Ethics considerations. (30 points)
- IV. A thoughtful description of the personal plan you have devised to address your perceived difficulty. (25 points)

Your paper should be in APA format, 7 to 10 pages in length (12-point Times New Roman font), with a minimum of 5 citations from current peer-reviewed professional literature. (10 points)

This assignment is due at the beginning of class on April 10th.

Competency Practice Activities (3 @ 20 points each) These activities evaluate course competencies 1, 2, 3, 4, 6, 7, 10, and 13.

Throughout the semester, students will participate in in-class case simulation/competency practice activities. There will be 3 graded competency practice opportunities during the semester. **Attendance on days that Competency Practice activities are scheduled is required.** The current schedule for these activities is: February 5th, February 19th, and April 23th.

Class Attendance & Participation

Class attendance and participation are mandatory. Students are expected to attend each class and to be prepared to participate in class discussions and activities based on assigned topics and readings. Students are allowed to be absent **one time** during the semester without penalty. For each additional absence, 5 points will be deducted from the final course grade unless other arrangements have been made in advance with the course instructor. If you are late for class more than 2 times it will be counted as an absence.

Tentative Course Outline

Unit I: Building Trusting Relationships with Families

Session 1: January 22 **Orientation to course**
TN DCS Practice Wheel
Core conditions for helping
Working agreements

Readings: Downs et al. (2009) Chapter 4

- *Introduction to Child Welfare
- *Personal mastery
- *Developing self-awareness
- * How child welfare works
- *Caseworker competence
- *Guiding Principles

Session 2: Jan 29 **TN DCS Practice wheel (Engagement)**

Readings:

- * Engagement
- * Solution Focused Interviewing
- * The helping relationship

TN DCS Practice Wheel (Engagement)

Session 3: February 5 **COMPENTENCY PRACTICE ACTIVITY #1 (20 pts)**

Readings:

- *Integrating Engagement and Protective Authority
- * Dealing with Resistance
- *SHER Model

Session 4: February 12 **TEAMING**
Teaming Overview

Readings:

- * Teaming
- * Building, preparing & maintaining child & family teams
- * The child and family team meeting (CFTM)
- * DCS CFTM Policy

Session 5: February 19 **Competency practice 2 (20pts)**
Assessment
Attachment Theory
Significance of attachment in child welfare
Building a secure attachment

Readings: Downs et al. (2009) p. 85-87 and 355-356

- * Assessment and understanding
- * Family assessment
- * Documentation of the Family Functional Assessment

Session 6: February 26 **Burnout Activity 1 is due at the beginning of class**

Assessment

Gathering Information
Analyzing Information
Court procedures
The role of the caseworker in the court process

Readings: Downs et al. (2009) Chapter 5 (p. 169-181)

- *Criteria for DCS Involvement
- *Central Intake/Response Times

Session 7: March 5 **Test 1**

Assessment
Drawing Conclusions
Documentation

Readings: Downs et al. (2009) Chapter 7

Session 8: March 12 **Spring Break**

March 19

Planning

Planning Overview
Components of Plans

Readings:

- *Case Planning
 - *Planning
 - * Permanency Plans
-

Session 9: March 26

Planning

Writing Outcomes and Need Statements

Readings:

- * Strategies for facilitators of child and family team meetings when domestic violence is suspected or present
- * Solution-focused techniques

****Burnout Activity 2 is due at the beginning of class****

Planning and Permanence

Session 10: April 2

The foundation of permanence
Facilitating the transition into custody
Reasonable efforts
Diligent searches
Permanency options
Concurrent planning

Readings:

- Downs et al. (2009) Chapter 9
 - * Foster care/permanence readings
-

Session 11: April 9

Tracking and Adjustment

The Change Process

Strategies to Help the Client Stay Invested in the Change Process

Readings: Downs et al. (2009) Chapter 11
* Change

****Difficult Aspect of Practice paper is due at the beginning of class****

Session 12: April 16 Competency 3

**Tracking and Adjustment
Cultural Issues in Planning
Planning for Transitions**

Readings: *Visitation

**Wrap Up/Self Care
Personal Safety
Self Care**

Session 13: April 23
Test 2