

**THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK
SW 540 GENERAL TOPICS IN SOCIAL WORK:
CHILD WELFARE POLICY AND SERVICES**

Instructor: Jenny Jones, Ph.D.

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Office hours: Wednesdays and Thursday: 2:00 p.m. 5:00 p.m.

Or by appointment

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 MSSW Handbook (www.csw.utk.edu).

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, 2002*).

Disability

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 191 Hoskins Library (865) 974-6087. This will ensure that you are properly registered for services.

Description

This course establishes a connection between child welfare policy and services, and social work practice. It builds upon the foundation course in social welfare policy, and enables students to use an action-based advocacy approach to provide policy-informed services and to participate in policy implementation and change. The history, evolution and current status of child welfare policies and services in the United States are presented and critically analyzed in terms of their responsiveness to the needs of the society in general and to the needs of vulnerable, high risk groups in particular, children, youth and families, within the principles of equality, social and economic justice and fairness, non-discrimination, and cultural diversity. Second, theoretical frameworks pertaining to formulation and analysis of child welfare policies are addressed. Current child welfare policies and services as well as the contemporary economic, social, political, and organizational processes, factors and forces shaping these policies are examined within these frameworks. Finally, professional self-development for competent child welfare policy practice is emphasized.

Rationale

This course is one of a series of electives courses, along with Substance Abuse and Policy, Aging and Health Care Policy, and Advanced Policy Analysis and Action, providing the students with the knowledge about, and orientation to, the integration of policy and practices into the designs and functioning of child welfare policies, programs, and services. Through

their participation in this course, students will appreciate and learn the place and influence of child welfare services and policies in the society and make professional use of them for the attainment, maintenance and/or enhancement of the quality of health and well being of their clients.

Objectives

By the end of the course, students' will acquired the following knowledge and skills (through course activities, assignments and/or exams):

1. Knowledge of sociopolitical-history, mission and philosophy of child welfare policies and practices guiding us into the second millennium and twenty-first century;
2. Knowledge of the etiology and epidemiology of child welfare services i.e., child abuse and neglect, child maltreatment;
3. Critically assess the complex organizational, financing, and regulation of the current child welfare system, especially as it relates to vulnerable populations served by the child welfare system;
4. Define and critically discuss current child welfare policy and practice dilemmas involved with prevention and remediation of child maltreatment;
5. Apply the NASW Code of Ethics to value conflicts inherent in child welfare policy formulation, practice, and service delivery;
6. Describe and critically assess the effectiveness of strategies for prevention of child abuse and neglect;
7. Comprehend the relationship between policy and practice decisions for dependent youth, available financing for services, and access to issues that hinder service delivery to unserved, under-served, and over-represented populations;
8. Understand the importance of consumer perspectives on child welfare services and policies; including child and family rights, self-help movements, and advocacy programs;
9. Understand the implication of child welfare policies for social work practice and program management;
10. Utilize explanatory theories for child maltreatment to identify significant causal factors, complete an ecological-systems assessment, and develop appropriate theory-based interventions to prevent or remedy child maltreatment.

Methods to Attain Objectives

The primary learning format will be lectures, classroom exercises, and activities, which involve **all students as active learners**. Class lectures and exercises are based on the understanding that readings assigned for that topic have been completed prior to class.

Course Requirements:

A basic text has been selected and readings are listed in the bibliography. In addition to assigned articles, students are encouraged to read from the recommended selections and independently from the professional journals.

Graded assignments will include a mid-term examination, group paper and presentations, and a final examination. All written assignments should be double-spaced and sources should be documented and referenced using APA format. No more than 50% of your sources should be obtained from Internet resources.

The final grade will be determined as follows:

Mid-term exam	25%
Group Paper	40%
Group presentations	10%
Final exam	25%
Total	100%

Students will be expected to: 1) complete assigned readings for preparation for each class session; (2) attend class and participate in class discussion/activities; and (3) complete all assignments. Student grades may be lowered for omissions in these areas.

Grading Scale:

The grading scale for this course is:

90-100%	A
87-89%	B+
80-86%	B
77-79%	C+
70-76%	C
65-70%	D
<65	F

Course Text: (Required)

Crosson-Tower, Cynthia. (2001). *Exploring Child Welfare: A Practice Perspective*. Boston: Allyn and Bacon.

Optional:

Everett, J.E., Chipungu, S.S., & Leashore, B. R. (1997). *Child Welfare: An Africentric Perspective*. New Brunswick, New Jersey: Rutgers University Press.

Downs, S.W., Moore, E., McFadden, E.J., & Costin, L.B. (2001). *Child Welfare and Family Services: Policies and Practice*. Boston: Allyn and Bacon.

Criteria for the assignments are as follows:

Assignment 1. Group Paper

Students will be divided into groups and will be given three options to write a group paper. The following are a list of those topics: 1) choose a particular type of abuse and develop a grant proposal that addresses a plan for a new and/or improved program in child welfare. You must include intervention and treatment modalities and services provided to the families. Your proposal must address the impact abuse has on the child and his/her family. Also discuss how culture impacts the family and the type of intervention they might receive. 2) Choose a particular policy child abuse law or policy and complete an analysis of its usefulness. 3). Based on the pertinent literature, describe and analyze the maltreatment of

children from a historical perspective. Detailed guidelines will be provided on a separate instruction sheet later in the semester. **You may work individually, however it is strongly recommended due to the amount of work in this assignment that you work in a group with two or three other students.** This assignment represents 40% of your grade and is due the last day of class.

Assignment 2

Your group will also be asked to make a formal presentation of the paper to the class. We will discuss the expectations of the presentations in more detail in class. It is expected that all presentations will be made using PowerPoint software. A short orientation to PowerPoint will be held during the semester, if necessary. This assignment represents 10% of your grade.

Course Outline

❖ Class 1: January 16, 2003

Child Welfare: An Introduction

Course overview, review syllabus, assignments, texts, readings, and academic integrity. Historical Highlights of Services to Families and Children.

❖ Class 2: January 23,

Child Welfare: Discussion of child welfare systems in North America.

Readings:

- Crosson-Tower, C. (2001). Chapter 1: Children: Our Most Important Resource, pp. 1-20.
- Lindsey, D. (1994). The Welfare of Children (New York, NY: Oxford University Press), pp. 7-25.
- Cohen, Neil (2000) Child Welfare: A Multicultural Focus (Boston, MA: Allyn & Bacon) pp. 15-39

❖ Class 3: January 30,

Child Welfare and The Changing Family: The Responsibilities and Rights of the Family. Issues of Family Support.

Readings:

- Crosson-Tower, C. (2001). Chapter 2: The Changing Family, pp. 22-59.
- Downs, Moore, McFadden, Costin. (2000). Chapter 1: An Introduction to Family and Child Services , (Boston, MA: Allyn & Bacon) pp. 1-7, 19-31.

❖ Class 4: February 6,

Issues of Childhood Poverty, Discrimination, Oppression and Inequality Historical and current trends in American society

Readings:

- Crosson-Tower (2001). Chapter 3: Childhood Poverty in the United States, pp. 62-84.
- Albelda, R. & Tilly, C. (2001) Women, Income & Poverty: There's a family connection. In Rotherberg, R.S. (2001) Race, Class & Gender in the United States. (New York: Worth Publishing). pp. 305-314
- Downs, Moore, McFadden, Costin, (2000). Chapter 3: Family Income Security, (Boston, MA: Allyn & Bacon) pp. 120-150.

In class exercise.

❖ Class 5: February 13,

Issues of co-occurrence of violence, homelessness and substance abuse on child maltreatment.

Guest Speaker: TBA

Readings:

- Crosson-Tower (2001). Chapter 4: Violence, Addiction, and Homelessness: Current Societal Problems and Their Impact on Children, pp. 86-118.
- New York Times Article: Mentally Ill Boy Kills Himself in Shelter Hotel.

❖ Class 6: February 20,

Child Welfare and the American Indian Community, Asian and Pacific Islander Families, and Hispanic Families

Readings:

- Cohen, N. (2000). Child Welfare: A Multicultural Focus, (Boston, MA: Allyn & Bacon) pp. 117-179.

Small group exercise

❖ Class 7: February 27,

The Child Welfare System and African-American Families

Readings:

- Everett, Chipungu, & Leashore (1991). Chapter 1: Diversity of World Views among African American Families, Chapter 2: Affirming Consciousness: The Africentric Perspective, Chapter 3: Limiting Damage Is Not Enough: A Minority Perspective on Child Welfare, (New Brunswick, NJ; Rutgers University Press) pp. 19-58

- Lawrence-Webb, C. (1997). African American Children in the Modern Child Welfare System: A Legacy of the Flemming Rule. *Child Welfare*, Vol 76, No. 1 Jan/Feb, pp. 9-30.

❖ **Class 8: March 6,**

Mid-term exam!

❖ **Class 9: March 13,**

Serving the Developing Child: Day Care and School-Based Services.

Family Leave Act, Child Development Programs, Day-Care and School-Based Programs

Readings:

- Crosson-Tower, pp. 122-153.
- Newspaper article (Atlanta Journal Constitution)
- Roditti, Martha, G. Child Care: A Key Building Block of Family Supports and Family Preservation Programs. *Child Welfare: Journal of Policy Practice, and Program*, Vol. 74(6). November/December 1995, pp.1043-168.

SPRING BREAK: MARCH 17-21, 2003

❖ **Class 10: March 27,**

Definition of child abuse and neglect; Ethical and cultural issues.

Guest Speaker: TBA

Readings:

- Crosson-Tower. (2000). Chapter 7: Protecting Children from Neglect and Abuse, pp. 191-230.
- Everett, Chipungu, & Leashore (1997). Chapter 7: Overview of Child Abuse and Neglect, Chapter 8: Child Abuse in the African American Community, (New Brunswick, NJ; Rutgers University Press) pp. 187-246.
- Costin, Karger, Stoez. (1996). *The Politics of Child Abuse In America* (New York, NY: Oxford University Press), pp. 3-45.

❖ **Class 11: April 3,**

Child Welfare Delivery System

Understanding the court system, intervention with children, youth, and families.

Readings:

Downs, Moore, McFadden, & Costin (2000). Chapter 6: Law and Procedure: Court

Intervention with Children, Youth and Families (Boston, MA: Allyn & Bacon) pp. 187-210
Crosson-Tower (2001). Chapter 8: Family-Centered Services for children, Chapter: 9,
Court Services on Behalf of Children.

Presentations begin: Groups 1 & 2

❖ **Class 12: April 10,**

Child Welfare Services: Family Preservation Services, Foster Care, and Adoptions
Guest Speaker: (TBA)

Readings:

- Crosson-Tower (2001). Chapter 11: Children in Foster Care, & Chapter 12: The Adoption of Children.
- Danzy & Jackson. (1997). Family Preservation and Support Services: A Missed Opportunity for Kinship Care. *Child Welfare*, 76(1), Jan/Feb, pp.31-44.
- Ellis, Ellis, & Galey. (2002). Evaluating Kinship Care Alternatives: A Comparison of a Private Initiative to Traditional State Services. *Advances in Social Work*, 3(1), pp.33-45.
- McRoy, R.G., Oglesby, Z., Grape, H. (1997). Achieving Same-Race Adoptive Placements for African American Children: Culturally Sensitive Practice Approaches. *Child Welfare* 76(1), Jan/Feb, pp.85-106.

❖ **Class 13: April 17,**

Teen Parents and Their Children

Readings:

- Crosson-Tower. (2000). Chapter 10: Our Children's Children: Teen Parents and Their Children, pp. 277-298.
- PRWORA 1996 "Teen Pregnancy and Supervision Section
- Stevens, J. W. (1994). Adolescent development and adolescent pregnancy among late age African American female adolescents. *Child & Adolescents Social Work Journal*. 11, pp. 433-454.
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Class Presentations: Groups 3 & 4. Final Paper due.

❖ **Class 14: April 24,**
Final Exam!

Bibliography

Physical Abuse/Child Abuse

Costin, L.B., Karger, H.J., Stoez, D. (1996). *The Politics of Child Abuse in America*. New York: Oxford University Press.

Garbino, James and Gilliam, Gwen. (1983). *Understanding Abusive Families*. Mass: Lexington Books.

Kempe, Henry, C., & Helfer, Ray, E. (1980). *The Battered Child*. Chicago: University Press.

Kempe, Alan. (1998). *Abuse in the Family: An Introduction*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Newberger, Eli, H. (Ed). (1982). *Child Abuse*. Boston: Little, Brown and Company.

Tower-Crosson, Cynthia. (1996). *Understanding Child Abuse and Neglect*. (3rd ed.), Boston: Allyn and Bacon.

Williams, Gertrude J., Money, John. (Eds.). (1980). *Traumatic Abuse and Neglect of Children at Home*. Baltimore: The Johns Hopkins University Press.

Sexual Abuse

Burgess, Ann W., Groth, A., Nicholas, Holmstrom, Lynda, L. and Sgroi, Suzanne, M. (1978). *Sexual Assault of Children and Adolescents*. New York: Lexington Books.

Conte, Jon, R. (1986). *A Look at Child Sexual Abuse*. National Committee for the Prevention of Child Abuse.

Faller, K. C. (1998). *Child Sexual Abuse: An Interdisciplinary Manual for Diagnosis, Case Management, and Treatment*. New York: Press.

Nelson, Mary and Clark, Kay. (1986). *The Educator's Guide to Preventing Child Sexual Abuse*. Santa Cruz, CA: Network Publications.

Neglect

Faller, K. C. (1981). *Social Work with Abused and Neglected Children: A Manual Of Interdisciplinary Practice*. New York: The Free Press.

Weiche, Vernon, R. (1982). *Working with Child Abuse and Neglect*. Itasca, IL: F. E. Peacock Publishers.

Elder Abuse

Quinn, Mary Joy, And Tomita, Susan, K. (1997). *Elder Abuse and Neglect*. (2nd ed.). Springer Publishing Company.

Child Welfare

Child Welfare: Journal of Policy, Practice, and Program, 77(2), March /April, 1998. Special Issue: HIV/AIDS and Children, Youths, and Families: Lessons Learned.

Child Welfare: Journal of Policy, Practice, and Program, 78(1), January/February, 1999. Special Issue: Family Foster Care in the Next Century.

Child Welfare: Journal of Policy, Practice, and Program, 73(5), September/October, 1994. Special Issue: A Research Agenda for Child Welfare.

