

Mary Baldwin University - Department of Social Work
SOWK 251 - Child Welfare Services
Summer 2020

“If we don’t stand up for children, then we don’t stand for much.”
- Marian Wright Edelman

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Course Description: A study of child welfare services for children in need of protection, including: family support, preventative, juvenile court, protective, family preservation, foster care, adoption, and other services. We will study the well-being of children and attitudes and values that define parents’ and society’s responsibilities to children.

Course Competencies: Upon successful completion of the course students will be able to demonstrate achievement in the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

1. 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
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3. demonstrate professional demeanor in behavior appearance and oral, written, and electronic communication
4. use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

1. apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2. present themselves as learners and engage clients and constituencies as experts of their own experiences
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
2. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

1. use practice experience and theory to inform scientific inquiry and research
2. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
2. assess how social welfare and economic policies impact the delivery of and access to social services
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, Communities

1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, Communities

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies
2. 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
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

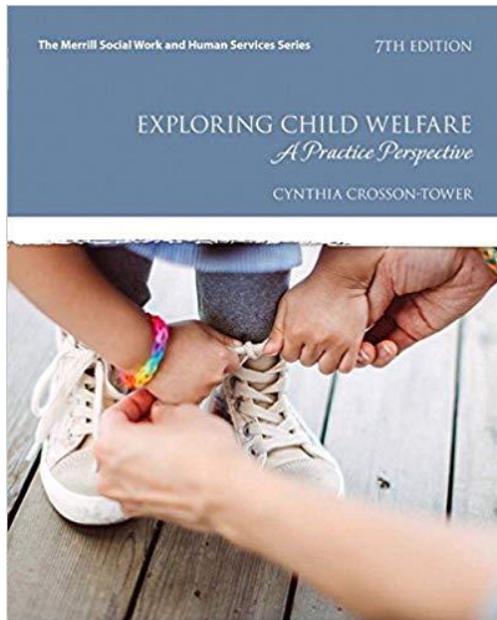
Competency 8: Intervene with Individuals, Families, Groups, Organizations, Communities

1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
5. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, Communities

1. select and use appropriate methods for evaluation of outcomes
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes

Required Text: Crosson-Tower, C. (2018). Exploring Child Welfare: A Practice Perspective. Boston, MA: Pearson Education.



***** Be sure to get the 7th Edition *****

Print ISBN: 9780134547923, 0134547926 eText ISBN: 9780134524016, 0134524012

It is critical that students have the required textbook and are ready to begin reading the very first week of class. The purpose of our assigned reading is to build a foundation of knowledge about the continuum of Child Welfare Services. Assignments are organized around our reading, so it is important that students keep pace.

Schedule for May 26, 2020 – August 16, 2020

Week 1: May 26 - 31	Chapter 1	“Children: Our Most Important Resource”
Week 2: Jun 1 - 7	Chapter 2	“The Changing Family”
Week 3: Jun 8 - 14	Chapter 3+4	“Children and Families in Poverty” <u>and</u> “The Impact of Violence and Addiction on Children”
Week 4: Jun 15 - 21	Chapter 5+6	“Children Against the Backdrop of War” “Trauma-Sensitive Educational Settings”
Week 5: Jun 22 - 28	Chapter 7	“Child Abuse & Neglect”

***** VA DSS TRAINING CERTIFICATE DUE SUN. JUNE 28, 2020 *****

Week 6: Jun. 29 - July 5	MID-TERM EXAM	
Week 7: July 6 - 12	Chapter 8	“Family Preservation or Child Placement?”

Discussion Board	200 points	Quizzes	100 points
VA DSS Training	100 points	Mid-term Exam	250 points
Written Assignment "Paper"	100 points	Final Exam	250 points

Final course grades are determined by the ranges below:

925 – 1000 total points	A	725 – 764 total points	C
895 – 924 total points	A-	695 – 724 total points	C-
865 – 894 total points	B+	665 – 694 total points	D+
825 – 864 total points	B	625 – 664 total points	D
795 – 824 total points	B-	595 – 624 total points	D-
765 – 794 total points	C+	below 594 total points	F

Personal and Professional Behavior: Students are expected to foster the use of professional behavior and practice skills used as a social worker. Coursework offers students the opportunity for self-reflection, experimentation with unfamiliar ways of thinking and acting, the challenge of dependability and timeliness in completing assignments, and appreciation of the mutual accountability between instructor and student. This includes your ability to uphold the requirements of the MBC Honor Code. *Please be aware that your professors will be documenting your success in these areas as you progress through the BSW program.*

MBC Honor Code: Believing in the principles of student government, you shall pledge yourself to uphold the ideals and regulations of the Mary Baldwin College community. You shall recognize the principles of honor and cooperation as the basis of your life together. You shall endeavor faithfully to order your life accordingly. You shall not lie, cheat, steal, plagiarize, or violate your pledge of confidentiality. You shall not fail to report others who lie, cheat, steal, plagiarize, or violate their pledge of confidentiality. You shall encourage others to fulfill the ideals of the Honor System.