



Course Syllabus: Child Welfare Policy/Practice (Online)
College of Health Sciences and Human Services
SOWK 3453 X20
Spring 2023

Contact Information

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Course Description

This course is designed to provide students with an overview of child welfare services from an historical, theoretical and practice perspective. Services to children and their families are divided into support services or those which enhance family life, supplemental services that help the struggling family to maintain or regain balance and substitute services or those that provide for the child when the family cannot on either a temporary or permanent basis. Each service is considered from the point of view of etiology, rationale for the services, the provision of the services, how the consumer views the service and trends that may affect future provision of the service. Services are also discussed in the light of their provision for a variety of diverse populations.

Textbook & Instructional Materials Required:

Crosson-Tower, C. (2018). Exploring Child Welfare: A Practice Perspective (7th ed.). Pearson.

Recommended:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Objectives

Upon completion of this course, students will be able to:

- Define key features of the child welfare system (emphases on Texas)
- Examine the historical development of services
- Identify unique needs and issues (human diversity)
- Examine the impact of social and economic forces
- Identify key concepts in child advocacy services
- Identify key children's services
- Analyze policy impact on children's services
- Analyze bio-psycho-social variables
- Discuss how services to children and families are provided along a continuum from the least intrusive (support services), to somewhat more comprehensive (supplemental services), to services that substitute, either temporarily or permanently, for their natural family (substitute services)
- Discuss trauma-informed care and explain the importance of a traumainformed approach
- Discuss the history of the provision of services for children and their families in the United States

- Explain the role of the family in the lives of children, how these roles can break down and how they differ according to the influence of diversity
- Demonstrate an understanding of how such social issues as poverty, violence, drug abuse and homelessness impact children and their families
- Recognize the concepts of family preservation, family support and permanency planning and explain what each means to children and families
- Give a brief overview of such services as daycare, services in schools, counseling, court services, protective services, services to teen parents, foster care, adoption and residential services
- Discuss the impact of children's services on those they serve
- Speculate knowledgeably on the trends in the future of services to children and families given the current societal attitudes and political climate

Writing Assistance

Begin drafting assignments as early as possible and take advantage of the TASP Learning Center. Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is to provide the necessary support to help students achieve academic success. Students are invited to bring any kind of writing to a session with a writing tutor. They do not provide an editing service; instead, they offer feedback and support to help writers develop into more effective communicators.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Grading

Discussion Questions X10	Weekly	100 points
PowerPoint Presentation		100 points
Interview Paper		100 points
Paper-Social Problem		100 points
Quizzes x 10	Weekly	100 points

A= 500-450

B= 449-400

C= 399-350

D= 349-300

F= 299 or below

*Please note: A course grade less than C in social work classes is considered failing, and the course will have to be repeated.

Quizzes

Ten points each: There will ten multiple choice quizzes.

Interview

100 points: The objective of this assignment is to understand the purpose of these agencies and the issues workers are exposed to when working with children. Students will select one agency and interview a case worker/social worker within the agency. Students will type the information in a narrative format. Papers must be double-spaced using a 12-point font, and the interviewee's identity should be kept confidential. Your paper should include the following information:

- Background of agency
- How long the case worker/social worker has been working there
- Short background of worker (education, years of service, other agencies they may have worked at, etc.)
- Your main goal is to find out the person's role, the purpose of the agency and things they may see in the children/adolescents they work with (Trauma, familial issues, poverty, etc)

Government Agency Presentation

100 points: This assignment aims to build knowledge about different government programs that are created to assist and support children and families. Students will research a government agency and create a powerpoint presentation on it. The last slide of presentation should include references.

- Name of agency/background of agency
- Type of agency (i.e., public, private, for/nonprofit, etc.), funding source, and type of services
- Mission statement, vision, and values
- Estimated number of people served a year
- Requirements to receive services
- How are services accessed (by phone, in person, through a referral)?
- Accessibility to the facility for people with physical, visual, or hearing impediments
- Estimated number of employees/staff members

Government Agency presentation will be posted for your classmates to view so the class can learn about the different agencies. This will be your discussion post for that week.

Social Problem Paper

100 points: This assignment aims to build knowledge about different issues that are within our communities and that are on a rise for the child/adolescent population. Students will choose an issue and write a paper answering the questions stated below. Each paper must be double spaced using 12-point font and in APA format. Please include a references page showcasing your resources. Students will be graded on the completeness of information and writing style (grammar, punctuation, and flow of ideas). Your paper must include answers to the following questions:

- What is an issue/problem you have seen a rise of in the media/community?

- What has been done to try and address these issues?
- Have there been any laws created to help address this problem?
- What barriers are out there that prevent resolutions?
- What suggestions and changes do you want to see when it comes to this problem?
- How would you advocate for these changes?

Weekly discussion questions

10 points each/100 points total: There will general questions relating to the chapter, case vignettes, current events, or watching a video. You must participate in 10/13 of the weekly discussions (10 points each week). You can earn extra credit if you participate in more than 10 discussions.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to <http://www.mwsu.edu/student-life/disability>.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week	Due:	CHAPTERS	Weekly Discussion Question to post	Weekly Assignments
Jan 17-22	Jan 22			*All about me posting (no review question to submit in DTL this week)
Jan 23-29	Jan 29	Chap. 1		*Discussion Post 1 *Quiz 1
Jan 30-Feb 5	Feb 5	Chap. 2		*Discussion Post 2 *Quiz 2
Feb 6-12	Feb 12	Chap. 3		*Discussion Post 3 *Quiz 3
Feb 13-19	Feb 19	Chap. 4		* Interview Paper Due *Discussion Post 4 *Quiz 4
Feb 20-26	Feb 26	Chap. 5		*Discussion Post 5 *Quiz 5
Feb 27-March 5	March 5	Chap. 6		*Discussion Post 6 *Quiz 6
March 6-12	March 12	Chap. 7		*Discussion Post 7 * Quiz 7
March 13-19			SPRING BREAK	
March 20-26	March 26	Chap 8	Submit presentation into dropbox & Post onto discussion board	* Government Agency Presentation *Discussion Post 8

				*Quiz 8
March 27- April 2	April 2	Chap. 9		*Discussion Post 9 *Quiz 9
April 3-9	April 9	Chap. 10		*Discussion Post 10 *Quiz 10
April 10-16		Chap. 11		
April 17-23	April 23	Chap. 12		Social Problem Paper
April 24- April 30		Chap 13 & 14		