

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2012
SW 610 FAMILY AND CHILD WELFARE POLICY**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:	Fall/2012
Course Prefix and Number:	SW 610
Course Title:	Family and Child Welfare Policy
Credit Hours:	3
Days, Time and Location of class:	Online
Professor:	Ann-Marie Jones, Ph.D., MSW
Office Location:	William Sutton Administration Building, Rm. 209
Office Hours:	Monday 1:00 - 5:00 Tuesday 1:00 – 5:00 Wednesday 10:00am – 1:00pm (Other times by appointment only)
Office Phone Number:	(662) 254-3054
Main Office Number	(662) 254-3365
Email Address:	annmarie.jones@mvsu.edu
Prerequisite:	SW 581 Field Internship I or Advanced Standing

Required Technology Skills:

Students in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

Students MUST use Bb 9 mail for contact with the instructor and other members of the class. All your Online communications should be composed with fairness, honesty and tact. What you put into an Online course reflects on your level of professionalism. If you experience technical/computer difficulties (need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course), contact Presidium Learning, Inc at 1-888-383-4709 as well as your instructor.

Hardware:

Operating System:	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher
Processor:	200 MHz or higher
Memory:	32 MB of RAM
H Drive Space:	100 MB free disk space
Modem:	28.8 kbps or higher
Monitor:	800x600 resolution

Software:

Internet Access:	Any Internet Service Provider
Browser:	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**
Application	Recommend Microsoft Word or application file name .doc
Audio & Video:	RealPlayer, Quick Time

CATALOG COURSE DESCRIPTION

Focuses on child and family welfare policies from both historical and current perspectives along with the analyses of issues related to policy development and the role of the social worker in policy advocacy (3).

COURSE DESCRIPTION

This course focuses on child and family policy from a historical and contemporary perspective. It also looks at how societal values and attitudes shape social policies and the implementation of public, private and voluntary benefits/services available to children and families. This class will enable students to explore different ways of thinking about child and family policies and their effects on children and families. Students will analyze issues and dilemmas related to policy development and service delivery, paying particular attention to diverse racial, ethnic and gender groups, as well as integrate the role of social worker as the enabler of child and family welfare policy, benefits and services into their respective practice philosophies.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural

areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. **Rural Competency: 2.1.11** Demonstrate knowledge and skills to apply a bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families.
12. **Rural Competency: 2.1.12** Integrate knowledge of rural values and customs into autonomous social work practice with children and families.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Advanced Course Practice Behaviors	Assessment of Practice Behaviors
2.1.1. Identify as a professional social worker and conduct oneself accordingly.	a. advocate for client access to social work services within the context of child and family services; b. function within clearly-defined professional roles and boundaries based on the needs of the client, the agency context, the type of services provided, and differential use of self; c. identify opportunities for social work involvement in identifying and responding to the needs of children and families with particular emphasis on rural environments; d. demonstrate professional demeanor in behavior, appearance, and communication appropriate for the clinical relationship and setting.	Civic Awareness Project
2.1.2. Apply social work ethical principles to guide professional practice.	a. integrate the use of complex social work practice knowledge and skills in the application of social work values and ethics with children and families; b. apply ethical decision-making skills in working with rural children and families.	Class discussion via online Discussion Board assignments
2.1.3. Apply critical thinking to inform and communicate professional judgments.	a. evaluate, integrate, synthesize, and apply theories, incorporating strengths-based approaches to practice with children and families; b. critically evaluate, select, and implement evidence-informed assessment, intervention, and evaluation tools and techniques with rural children and families; and c. communicate effectively, in oral and written form, with diverse clients and with other professionals.	Minority Population Research Paper
2.1.4. Engage diversity and difference in practice.	a. develop and expand programs in rural areas and small communities where resources meet the needs of clients; b. accurately identify and assess issues among diverse client populations in a rural environment; c. recognize how factors related to diversity may influence client functioning and help-seeking behaviors; and	Program Development Project and PowerPoint Presentation

	d. implement assessment, develop and implement intervention, and use evaluation tools that are culturally sensitive and appropriate to diverse clients.	
2.1.5. Advance human rights and social and economic justice.	a. understand the forms and mechanisms of oppression and discrimination; b. advocate for vulnerable populations, especially those who suffer from the impact of racial, economic and social oppression, and inequality; and c. advocate for social and economic justice on behalf of at-risk families, adults, and children in rural environments.	Advocacy Plan Paper
2.1.6. Engage in research-informed practice and practice-informed research.	a. critically apply research findings to practice, evaluate practice, programs, and policies, conduct basic and applied research, and utilize relevant quantitative and qualitative designs and data analysis; and b. generate and apply research knowledge to critical discussions on best practices for children and families.	Minority Population Research Paper
2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work practice	a. demonstrate the ability to effectively develop a budget, manage administrative processes, and engage in program planning and development (including grant and proposal writing) in child and family welfare organizations; and b. analyze the impact of social policies on children and families, workers and agencies and demonstrate leadership skills for influencing policy formulation and change.	Program Development Project and PowerPoint Presentation
2.1.9. Respond to contexts that shape practice	a. effectively assess, advocate and intervene in legislative, judicial, and administrative policy processes to improve services for children and families.	Class Discussion via online Discussion Board assignments
2.1.11. Demonstrate knowledge and skills to apply a bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families.	a. utilize advanced social work knowledge, values and skills in order to appropriately assess and intervene in the lives of children and families in a rural setting.	Class Discussions
2.1.12. Integrate knowledge of rural	a. demonstrate knowledge of local resources in rural settings in order to effectively empower	Class Discussions Civic Awareness

values and customs into autonomous social work practice with children and families.	children and families to enhance their capacities.	Project
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COURSE REQUIREMENTS

Required Textbooks:

Jenson, J.M. & Fraser, M.W. (2006). *Social Policy and Children and Families: A Risk and Resilience Perspective*. Sage Publications

Mather, J.; Lager, P.B. & Harris, N.J (2007). *Child Welfare: Policies and Best Practices*. 2nd ed. Thompson, Brooks – Cole

Supplemental Texts:

Downs, S.W., Moore, E., McFadden, E. J., Michaud, S. M., & Costin, L. B. (2004). *Child Welfare and Family Services: Policies and Practices*. Allyn and Bacon

Reading from other sources i.e., articles, policies, public laws and legislative bills, etc.

Class Attendance Policy:

Each student is required to participate in using Bb9 Communication Tools, taking online exams, and other aspects of Blackboard.

You are expected to log in regularly (daily, perhaps several times per day) to submit assignments, check grades, personal messages, and view course materials.

Student(s) who fail to participate in the online course during a course week will be deemed absent for that week. The absence will be annotated as absent unexcused (AU), unless the instructor has been informed beforehand and deemed the absence as absent excused (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended for administrative withdrawal to the main campus. In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as AU or AE. **The online classroom shall be no different in this respect.** It is the instructor's sole discretion as to what he/she shall consider AU or AE.

Policy and Procedure on Cheating and Plagiarism

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is

reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

Make-up Policy:

Make up may be allowed, depending on the circumstances with a viable excuse. It is at the instructor's discretion.

Teaching/Learning Strategies:

The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

Required Tasks/Activities:

Advocacy Plan: Each student will select a specific issue related to children and families (i.e. mental health, health, education, or juvenile justice) to advocate for legislative or programmatic policy change to address the problem of oppression, social justice, and discrimination. There are four major parts to be completed. **Each part is valued at 25 points:**

- a. Complete a critical analysis of the current policy relating to the selected social issue with particular emphasis on rural communities.
- b. Provide solutions (at least two) to address the issue(s) and suggest policy or program changes using the ecosystem perspective.
- c. Present a well-developed strategic advocacy plan to address the social and economic oppression of a specific population taking in consideration the strength perspective. This plan must include an education component to assist clients in self-empowerment and self-advocacy.
- d. Integrate current (within the last five years) literature to support reasons for suggested policy/program changes. A minimum of 10 articles from peer-reviewed journals along with other academic books must be used to complete this project. In addition, other creditable online resources and journal articles obtained through the library's databases are acceptable.

This paper will be 10-12 pages in length (not including cover and reference pages).

Minority Population Research Paper

Students will choose a specific area of interest related to minority children and families residing in rural communities. They will write a research paper (5-7 pages) drawing attention to attempts to address this issue and recommend alternative programs/policies. The paper must include a comprehensive review of the literature that shows the student's ability to integrate research findings into their assessment of the problem(s). The ecosystems perspective should be used in understanding the problems or situation. Possible topics include:

- ✓ Adoption
- ✓ Child Protection
- ✓ Family Reunification
- ✓ Mental Health & or Addiction
- ✓ Teen Pregnancy
- ✓ Juvenile Justice
- ✓ Domestic Violence
- ✓ Kinship Care
- ✓ Sexual Abuse
- ✓ Foster Care

The paper must include:

- a. The issue to be researched (20 pts)
- b. The overall scope of the problem (25 pts)
- c. Etiology of the issue (20 pts)
- d. A comprehensive review of literature (at least ten current peer-reviewed research articles) that shows the student's ability to integrate research findings into their assessments of problems (10pts)
- e. A thorough analysis of the issue considering the “ecosystems perspective” (10 pts)
- f. Best practice intervention strategies according to current literature (10 pts)
- g. References (5 pts)

Please note that cover and reference page(s) are not included in the 5-7 pages.

Civic Awareness Project: During the semester you must attend three (3) local community meetings. These include community, civic, government, grassroots, or agency meeting of a public, private not-for-profit, or for-profit entity. Possible meetings include:

- City councilor county commissioner's meeting
- Public school board meeting
- Neighborhood association
- Agency coalition meeting
- Public hearing
- Community organizing meeting
-

Students will submit a five (5) page typed synopsis of the meetings he or she attended along with discussion to include the following, leadership styles, dialogue and issues discussed, level of participation, decision making process, outcomes and your impressions of the effectiveness and impact of such meetings on change in the community.

This assignment requires a cover page but not a reference page unless you utilize outside sources within your work.

Program Development Project as a PowerPoint Presentation: Students will develop a model program for serving children and families who reside in rural areas. Assignment will be in the form of a PowerPoint presentation. Program must include all of the following:

- a. Description of problem to be addressed and the strengths of the community (15 pts)
- b. Program Description (10 pts)
- c. Feasibility Study (5 pts)
- d. Current Policy (10 pts)
- e. Program Goals & Objectives (10 pts)
- f. Program Mission (5pts)
- g. Identity of target population (including eligibility requirements) (10 pts)
- h. Services to be delivered (5 pts)
- i. How services are to be delivered (5 pts)
- j. Proposed Benefits (5 pts)
- k. Financing of Services (who pays and how?) (10 pts)
- l. Cost Analysis (5 pts)
- m. Stakeholders (5 pts)

Omission of any of the above items will cause you to lose the allotted points for that item.

Appendixes (if available):

- *Brochure*
- *Media Announcement*
- *Recruitment or Information Flier*

Evaluation Procedures:

<p>Evaluation Procedures</p>	<p>Access Bb9 course at www.mvsu.edu click on Blackboard 9 for detailed instructions regarding assignments</p>																																							
<table border="1" data-bbox="237 449 716 753"> <thead> <tr> <th colspan="3">Performance Standards/Grading:</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>450-500</td> <td>90%</td> </tr> <tr> <td>B</td> <td>400-449</td> <td>80%</td> </tr> <tr> <td>C</td> <td>350-399</td> <td>70%</td> </tr> <tr> <td>D</td> <td>300-349</td> <td>60%</td> </tr> <tr> <td>F</td> <td>< 349</td> <td>50%</td> </tr> </tbody> </table>	Performance Standards/Grading:			A	450-500	90%	B	400-449	80%	C	350-399	70%	D	300-349	60%	F	< 349	50%	<table border="1" data-bbox="889 445 1419 795"> <thead> <tr> <th>Assessments</th> <th></th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Discussion Board Participation</td> <td></td> <td>100</td> </tr> <tr> <td>Minority Population Research Paper</td> <td></td> <td>100</td> </tr> <tr> <td>Advocacy Project</td> <td></td> <td>100</td> </tr> <tr> <td>Program Development</td> <td></td> <td>100</td> </tr> <tr> <td>Civic Awareness Project</td> <td></td> <td>100</td> </tr> <tr> <td>Total</td> <td></td> <td>500</td> </tr> </tbody> </table>	Assessments		Points	Discussion Board Participation		100	Minority Population Research Paper		100	Advocacy Project		100	Program Development		100	Civic Awareness Project		100	Total		500
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<p>Reference Style</p>	<p>All required written assignments will be evaluated on the clarity of expression and strength of your writing (including grammar, punctuation, and syntax, utilize APA style for in-text citations as well as reference pages).</p> <p>Required Reference Style can be found in: Publication Manual of the American Psychological Association (2010) or visit http://webster.commnet.edu.apa.apaindes.htm</p>																																							

AMERICANS WITH DISABILITIES ACT (Special Needs Policy)

Students who believe that they may need accommodations in this class are encouraged to contact the Americans with Disabilities (ADA) Coordinator at 662-254-3446.

It is the policy of the Department of Social Work to accommodate students with disabilities pursuant to federal and state law. Students, however, must self-identify with the ADA Coordinator at MVSU. Any student registered at the University with a disability and who needs special accommodations should inform the instructor at the beginning of the course.

COURSE ACTIVITIES

WEEKS	ASSIGNMENTS
Week 1 August 20 - 24, 2012	Bb 9 Orientation Review of Course Outline; Historical trends in child welfare policy – Using the ecosystems, perspective in policy-based practice. Chapter 1 of Mather et al text; Chapter 1 of Jenson and Fraser <p style="text-align: center;">Articles & Reports</p> Thomas, M. & Reifel, B. (Spring/2010). Child welfare workers' knowledge and use of a resilience approach in out-of-home care. <i>Advances in Social Work, 11(1)</i> , 17-32. How Do Welfare Sanction Work 2004 Logic of Sanctioning Welfare Recipients From Welfare to Work: What the Evidence Shows
Week 2 August 27 - 31, 2012	Chapter 2 of the Mather et al text <u>and</u> the Jenson and Fraser text. The Risk and Resilience Perspective of child welfare policy; Looking at strengths perspective; Integrating these perspectives when working with children and families. <p style="text-align: center;">Articles & Reports</p> A Brief Legislative History of the Child Welfare System 96-272 TANF Racial Disparities NASW Cultural Standards
Week 3 (Monday, September 3rd, Labor Day Holiday) September 3 - 7, 2012	Chapter 3 of the Mather et al text <u>and</u> the Jenson and Fraser text. Chapter 2 of <i>Child Welfare and Family Services: Policies and Practices</i> (Downs et al). <p style="text-align: center;">Articles & Reports</p> Congressional Research Service Report for Congress. Head Start Issues in the 108th Congress updated December 17, 2003.
Week 4 September 10 - 14, 2012	Rights and Responsibilities of Parents, Children and Government; Students should be able to debate relative rights and responsibilities of these parties in child welfare. Chapter 2 of <i>Child Welfare and Family Services: Policies and Practices</i> (Downs et al) on reserve

	<p style="text-align: center;">Articles & Reports</p> <p>National Study on Differential Response in Child Welfare</p> <p>Mallon, G. P. (March/April, 2007). Assessing Lesbian and Gay prospective foster and adoptive families: A focus on the home study process. <i>Child Welfare</i>, 86(2), 67-86.</p>
<p style="text-align: center;">Week 5</p> <p style="text-align: center;">September 17 - 21, 2012</p>	<p>Using policy based research to improve child and family services, with a special emphasis on rural areas; Students should begin visiting boards of directors or other policy-making bodies.</p> <p>Chapter 4 & 5 of Mather et al text Chapters 4 of Jenson and Fraser text.</p> <p style="text-align: center;">Articles & Reports</p> <p>Kessler, R. C. (2004). Prevalence, severity, and unmet need for treatment of mental disorders in the World Health Organization World Mental Health Surveys. <i>Journal of American Medical Association</i>, 291(21), 2581-2590.</p>
<p style="text-align: center;">Week 6</p> <p style="text-align: center;">September 24 - 28, 2012</p> <p style="color: red;">Minority Population Research Paper Due (9/28)</p>	<p>Integrating cultural competency into child welfare practice</p> <p>Chapter 6 of Mather et al text Chapter 6 <u>Law and Procedure: Court Intervention with Children Youth and Families</u> from Downs et al text; <u>Role of the Legal and Judicial System for Children, Youth and Families in Foster Care</u> from Mallon et al <i>Child Welfare for the 21st Century: A Handbook of Practices, Policies and Programs</i>. (on reserve)</p>
<p style="text-align: center;">Week 7</p> <p style="text-align: center;">October 1 - 5, 2012</p>	<p>Chapter 5 & 6 of Jenson and Fraser Chapter 7 & 8 Mather et al</p>
<p style="text-align: center;">Week 8</p> <p style="text-align: center;">October 8 - 12, 2012</p>	
<p style="text-align: center;">Week 9</p> <p style="text-align: center;">October 15 - 19, 2012</p>	<p>Chapter 7 Jenson and Fraser</p> <p style="text-align: center;">Articles & Reports</p> <p>Mississippi Department of Human Services Division of Family and Children Services: Child and Family Service Review Statewide Self-Assessment, December 2003.</p>
<p style="text-align: center;">Week 10</p> <p style="text-align: center;">October 22 - 26, 2012</p> <p style="color: red;">Advocacy Plan Due (10/26)</p>	<p>Chapters 9 and 10 of Mather et. al</p> <p style="text-align: center;">Articles & Reports</p> <p>Budd, K. S., Felix, E. D., Sweet, S. C., Saul, A., & Carleton, R. A. (2006). Evaluating parents in child protection decision: An innovative court-based clinic</p>

	model. <i>Professional Psychology: Research and Practice</i> , 37(6), 666-675.
<p>Week 11</p> <p>October 29 – November 2, 2012</p>	<p>Chapter 11, 12, & 13 of Mather et al</p> <p>Renne and Mallon, <u>Facilitating Permanency for Youth</u>, from <i>Child Welfare for the 21st Century: A Handbook of Practices, Policies, and Programs</i>. 488 – 503</p> <p>Articles & Reports</p> <p>Child Support Reforms in PRWORA Intial Impacts</p> <p>Federal Register Part II Department of Health & Human Services</p>
<p>Week 12</p> <p>November 5 - 9, 2012</p> <p>Program Development PowerPoint Presentation Due (11/9)</p>	<p>Chapter 8 & 9 of Jenson and Fraser</p>
<p>Week 13</p> <p>November 12 - 16, 2012</p>	<p>Articles & Reports</p> <p>In The United States District Court for The Southern District of Mississippi Jackson Division</p> <p>Civil Action No. 3:04CV251LN</p> <p>Oliva Y., et al. – v. Haley Barbour, as Governor of the State of Mississippi, et al.</p>
<p>Week 14</p> <p>Thanksgiving Holiday</p> <p>November 19 -22, 2012</p>	
<p>Week 15</p> <p>November 26 - 30, 2012</p>	<p>Articles & Report</p> <p>Hansen, R. L., Mawjee, F. L., Barton, K., Metcalf, M. B., & Joyr, N. R. (July/August, 2004). Comparing the health status of low-income children in and out of foster care. <i>Child Welfare</i>, LXXXIII(4), 367-380.</p> <p>“ I Was That Child”</p> <p>“Creating a World of Differences for Children”</p>
<p>Week 16</p> <p>December 3 – 7, 2012</p> <p>Civic Awareness Project Due (12/6)</p>	<p>Articles & Reports</p> <p>Chapter 7, Juvenile Delinquency World Youth Report, 2003. Pages 189-211.</p>

GRADING RUBRIC

SW 610 - Family and Child Welfare Policy Minority Population Research Paper

Element/s of Minority Population Research Paper	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
Students will choose a specific area of interest related to minority children and families residing in rural communities. (5-7 pages) See syllabus for more details and possible topics. Integrate research sources applicable to your topic	Demonstrates no evidence of a meaningful framework for paper; an underdeveloped analysis of his/her personal assessment as demonstrated by integration of NO external scholarly sources or viewpoints	Establishes an average and predictable framework for paper; and analyzes his/her personal assessment as characterized by integration of at least 1 external scholarly source and supporting views with no oppositional views	Establishes a defensible framework for analysis of research paper; and develops a logical and integrated analysis of his/her personal assessment as characterized by integration of at least 1 external scholarly source and both supporting views and oppositional views	Establishes clear and defensible framework for research paper that reflects a logical integration of his/her analysis of assessment as characterized by integration of at least 3 external scholarly sources and both supporting views and oppositional views
Evidence given of assessment, prevention, intervention, & evaluation	Fails to present a meaningful rationale to support his/her topic, with NO examples of support for the chosen topic. Fails to evaluate strengths/weaknesses of research paper	Presents an average and predictable rationale to support his/her choice of topic, supported by 1 or more examples of only pros or only cons affecting the choice. Satisfactory evaluation of strengths and weaknesses of research paper	Presents a forceful rationale to support his/her topic, supported by 1 or more examples of both pros and cons of the choice. Solid logical evaluation of strengths and weaknesses of research paper	Presents coherent and convincing rationale to support his/her topic, supported by 2 or more examples of both pros and cons of the choice. Reflects realistically and evaluates critically strengths and weaknesses of research paper
Demonstrate Competence of writing skills (includes use of APA)	Fails to use MVSU standards for written work and assignments; NO references	Presents document in a respectable format and style, using MVSU	Presents document in a respectable format and style, using MVSU standards and APA; with minimal	Presents document in a respectable format and style; using MVSU standards and APA; few if any

Element/s of Minority Population Research Paper	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
		standards and APA, but with numerous errors; average references	errors; good references	errors; great references

GRADING RUBRIC

SW 610 – Family and Child Welfare Policy Advocacy Plan

Element/s of Advocacy Plan	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
Each student will select a specific issue related to children and families to advocate for legislative or programmatic policy change. (10-12 pages) See syllabus for details.	Demonstrates no evidence of a meaningful framework for paper; an underdeveloped analysis of his/her personal assessment. NO solutions provided.	Establishes an average and predictable framework for paper; and analyzes his/her personal assessment. Only 1 solution provided.	Establishes a defensible framework for analysis of research paper; and develops a logical and integrated analysis of his/her personal assessment. 2 solutions provided.	Establishes clear and defensible framework for research paper that reflects a logical integration of his/her analysis of assessment. Provided 3 or more solutions.
Evidence given of assessment, prevention, intervention, & evaluation	Fails to present a meaningful rationale to support his/her issue, with NO examples of support for the chosen topic. Fails to evaluate strengths/weaknesses of plan.	Presents an average and predictable rationale to support his/her choice of issue, supported by 1 example of only pros or only cons affecting the choice. Satisfactory evaluation of strengths and weaknesses of advocacy plan.	Presents a forceful rationale to support his/her issue, supported by 1 or more examples of both pros and cons of the choice. Solid logical evaluation of strengths and weaknesses of advocacy plan.	Presents coherent and convincing rationale to support his/her issue, supported by 2 or more examples of both pros and cons of the choice. Reflects realistically and evaluates critically strengths and weaknesses of advocacy plan.
Demonstrate Competence of writing skills (includes use of APA)	Fails to use MVSU standards for written work and assignments; NO references	Presents document in a respectable format and style, using MVSU standards and APA, but with numerous errors; did not provide the minimum	Presents document in a respectable format and style, using MVSU standards and APA; with minimal errors; provided only 8 references	Presents document in a respectable format and style; using MVSU standards and APA; few if any errors; great references (exceeded the

Element/s of Advocacy Plan	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
		requested references (less than 5)		minimum)

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SW 610 – Family and Child Welfare Policy Program Development/PowerPoint Presentation

Element/s of Program Development PPP	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
Students will develop a model program for serving children and families who reside in rural areas. See syllabus for details.	Demonstrates no evidence of a meaningful program that would adequately serve rural areas. Omitted some of the required elements listed in syllabus. Some of the elements used were from programs already in place in other states. Not original ideas.	Presented an average program that could work for any community, but not specifically to a rural community. Adequately explained program details.	Establishes a very promising program for his/her community as it relates to children and families in rural areas. A few of the descriptions were vague and more supportive evidence would be necessary.	Establishes a program that would serve children and families in any rural community. Excellent descriptions of the elements of the program. Gave examples of federal, state, city and community support for this type of program.
Evidence given of assessment, prevention, intervention	Fails to present a meaningful rationale to support his/her topic.	Presents an average and predictable rationale to support his/her choice of program, supported by 1 or more examples of only pros or only cons affecting the choice.	Presents a forceful rationale to support his/her program, supported by 1 or more examples of both pros and cons of the choice.	Presents coherent and convincing rationale to support his/her program, supported by 2 or more examples of both pros and cons of the choice.
Demonstrate Competence of writing skills (includes use of APA)	Fails to use Andrews standards for written work and assignments; NO references	Presents document in a respectable format and style, using MVSU standards and APA, but with numerous errors; average references	Presents document in a respectable format and style, using MVSU standards and APA; with minimal errors; good references	Presents document in a respectable format and style; using MVSU standards and APA; few if any errors; great references

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SW 610 – Family and Child Welfare Policy Civic Awareness Project

Element/s of Civic Awareness Project	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
During the semester students must attend three (3) local community meetings. Students will submit a five (5) page typed synopsis of the meetings he/she attended. Paper must include: leadership styles, dialogue and issues discussed, level of participation, decision making process, outcomes.	Demonstrates no evidence of a meaningful framework for paper; presented 3 of the 5 requested pages, omitted several of the key elements requested in the paper and did not attend the requested number of meetings.	Establishes an average and predictable framework for paper; submitted the requested number of pages, and only adequately discussed the elements of the paper.	Establishes a defensible synopsis of the meetings. Presented more than adequate summaries of the meetings and included all elements of the paper.	Establishes an excellent synopsis of the meetings. Clearly explained all the elements of the paper and gave examples from the meetings. Reflects realistically and evaluates critically strengths and weaknesses of the meetings.
Evidence given of your impression of the effectiveness and impact of such meetings on change in the community.	Fails to present a meaningful impression of effectiveness and impact of the meetings on change in the community.	Presents an average and predictable impression of the effectiveness and change of meetings on change in the community.	Presents a forceful rationale to support his/her impression on the effectiveness and impact of meetings on change in the community.	Presents coherent and convincing rationale to support his/her impression on the effectiveness and impact of meetings on change in the community. Gave examples of changes based on meetings.
Demonstrate Competence of writing skills (includes use of APA)	Fails to use MVSU standards for written work and assignments	Presents document in a respectable format and style, using MVSU standards and APA, but with numerous errors	Presents document in a respectable format and style, using MVSU standards and APA; with minimal errors	Presents document in a respectable format and style; using MVSU standards and APA; few if any errors

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Mississippi Valley State University
Department of Social Work

THE ROLE ALCOHOL PLAYS IN
DOMESTIC VIOLENCE WITHIN ASIAN AMERICAN FAMILIES

A Course Requirement
Presented in Partial Fulfillment
of the Requirements for SOWK 610
Family and Child Welfare Policy

by
George Washington
January 2012

- **Research and Citation**
- **APA Style**

- **APA Overview and Workshop**
- **APA Formatting and Style Guide**

- General Format
- In-Text Citations: The Basics
- In-Text Citations: Author/Authors
- Footnotes and Endnotes
- Reference List: Basic Rules
- Reference List: Author/Authors
- Reference List: Articles in Periodicals
- Reference List: Books
- Reference List: Other Print Sources
- Reference List: Electronic Sources
- Reference List: Other Non-Print Sources
- Additional Resources
- Types of APA Papers
- APA Stylistics: Avoiding Bias
- APA Stylistics: Basics
- APA Headings and Seriation
- APA PowerPoint Slide Presentation
- APA Sample Paper
- APA Tables and Figures 1
- APA Tables and Figures 2
- APA Abbreviations
- Statistics in APA
- APA Classroom Poster
- APA Changes 6th Edition

- **Giving to the OWL**

Reference List: Basic Rules

Summary: APA (American Psychological Association) is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, second printing.

Contributors: Elizabeth Angeli, Jodi Wagner, Elena Lawrick, Kristen Moore, Michael Anderson, Lars Soderlund, Allen Brizee, Russell Keck

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Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a new page separate from the text of the essay; label this page "References" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title). All text should be double-spaced just like the rest of your essay.

Basic Rules

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- Reference list entries should be alphabetized by the last name of the first author of each work.
- If you have more than one article by the same author, single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.
- Capitalize all major words in journal titles.
- When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.
- **Please note:** While the APA manual provides many examples of how to cite common types of sources, it does not provide rules on how to cite all types of sources. Therefore, if you have a source that APA does not include, APA suggests that you find the example that is most similar to your source and use that format. For more information, see page 193 of the *Publication Manual of the American Psychological Association*, sixth edition.