

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Fall 2018
SW 610 FAMILY AND CHILD WELFARE POLICY**

This syllabus is intended to serve as a guide for this course.

Academic Term and Year:	Fall 2018
Course Prefix and Number:	SW 610-HE1
Course Title:	Family and Child Welfare Policy
Credit Hours:	3
Class Days, Time and Location:	Online and Thursdays 6 pm – 8:40 pm
Professor:	Dr. Cynthia P. Honore'-Collins
Office Location:	Sutton Administration Building Suite 216
Office Hours:	Monday, Tuesday & Wednesday: 4pm to 6pm; Thursday 10 am to noon Friday: 8:30 am to 10:30 am or by appointment
Main Office Number	(662) 254-3365
Email Address:	chcollins@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), Mr. Mack Pendleton at (662) 254-3114 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 or foxfire
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 historical and contemporary perspectives. 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 how to integrate the roles of social worker as advocate, broker and enabler into rural social work practice in the areas of child and family welfare policy, benefits and services.

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, in 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

Mississippi Valley State University has integrated the Council on Social Work Education (CSWE) competencies within its curriculum. The 2015 Core Competencies are listed below:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgement and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class,

color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- 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, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 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, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Rural Competency 10: Utilize appropriate practice interventions within a rural setting.

Rural Competency 11: Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families. (600 courses only)

Rural Competency 12: Integrate knowledge of rural values and customs into autonomous social work practice with children and families. (600 courses only)

Course Competencies:		Assessment of competency
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • 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; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; and • Use supervision and consultation to guide professional judgement and behavior. 	<ol style="list-style-type: none"> 1. Minority Paper 2. Civic Awareness Project
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage clients and constituencies as experts of their 	<ol style="list-style-type: none"> 1. Minority Paper 2. Program Development Presentation 3. Civic Awareness Project

	<p>own experiences; and</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • Engage in practices that advance social, economic, and environmental justice. 	1. Civic Awareness Project
Competency 4: Engage In Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research; • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • Use and translate research evidence to inform and improve practice, policy, and service delivery 	1. Minority Population Research Paper
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • Assess how social welfare and economic policies impact the delivery of and access to social services; • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	1. Program Development Presentation 2. Civic Awareness Project
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	1. Minority Population Research Paper 2. Program Development Presentation 3. Civic Awareness Project
Competency 7: Assess Individuals,	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients 	1. Minority Population

Families, Groups, Organizations, and Communities	<p>and constituencies;</p> <ul style="list-style-type: none"> • 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; • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	<p>Research Paper</p> <p>2. Program Development Presentation</p>
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • Facilitate effective transitions and endings that advance mutually agreed-on goals. 	<p>1. Program Development Presentation</p>
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 	<p>1. Minority Population Research Paper</p> <p>2. Program Development Presentation</p>

	<ul style="list-style-type: none"> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	
Competency 10: Rural (Foundation)	<ul style="list-style-type: none"> Utilize appropriate practice interventions within a rural setting. 	<ol style="list-style-type: none"> Minority Population Research Paper Program Development Presentation
Competency 11: Rural (Concentration)	<ul style="list-style-type: none"> Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families. 	<ol style="list-style-type: none"> Minority Population Research Paper Program Development Presentation
Competency 12: Rural (Concentration)	<ul style="list-style-type: none"> Integrate knowledge of rural values and customs into autonomous social work practice with children and families. 	<ol style="list-style-type: none"> Minority Population Research Paper Program Development Presentation

COURSE REQUIREMENTS

Required Textbooks:

Jenson, J.M & Fraser, M.W. (2011). *Social Policy for Children and Families: A Risk Resilience Perspective*. Washington, DC: Sage.

Mather, J.; Lager, P.B. & Harris, N.J (2007). *Child Welfare: Policies and Best Practices*. 2nd ed. United States: Brooks /Cole, Cengage Learning

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*. New York: Allyn and Bacon.

Trattner, W. I., (1999). *From Poor Law To Welfare State: A History of Social Welfare in America*. 6th Ed. Free Press. New York, NY

Readings to be assigned from other sources i.e., books, articles, policies, public laws and legislative bills, etc.

Class Attendance Policy:

Each student is required to participate in using Bb9 Communication Tools such as taking online exams, participating in discussions 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 consists 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 of the MVSU 2011-2012 Graduate Course Catalog for examples of cheating.)

Make-up Policy:

It is encouraged that each student submits assignments and take exams when scheduled. However, assignments and exams may be rescheduled depending on circumstances with a viable excuse. This make-up policy 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 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, submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment in which students and instructor respect everyone in the class, that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

Required Tasks/Activities (Assignments):

1. Minority Population Research Paper (100 points) DUE: September 24, 2018
Students will choose a specific area of interest related to minority children and families residing in rural communities and write a research paper (10-15 pages). The paper should include a description of the scope of the problem/issue, its etiology, the impact of the issue on the specific minority population selected, past attempts to address this issue (policies/programs), and

recommendation for alternative policies/programs. The paper must include a comprehensive review of the literature that demonstrates the student's ability to use and integrate research findings into the paper. The ecosystems perspective and a policy analysis model should be used in assessment of the issue/problems.

Possible areas of interest include:

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

The paper must include:

- a. Introduction of the issue/problem to be researched
- b. The overall scope of the issue/problem - provide statistics
- c. Etiology of the issue/problem
- 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
- e. A thorough analysis of the issue considering the “ecosystems perspective”
- f. Best practice intervention strategies according to current literature
- g. References
- h. Correct grammar and spelling

Please note that cover and reference page(s) are not included in the 10-15 pages.

2. Group Poster Presentation (100 points) DUE: October 15, 2018

The Class will participate in the MVSU Book Club. This year's book will be announced within the first 2 weeks of class. The class will be divided into four (4) groups: mental health/health, social justice, economic, and community education. We will read the book, research the policies on the issues of the time, and compare today's policies of the same issues, then develop a presentation that informs the mental health/health, social justice, economics, or education communities on the issue and provide a vision for solving the issue. Each presentation must be minimum of 45 minutes. Each group member must participate in the presentation.

Paper and Presentation Outline:

- I. An introduction that introduces the book and connects it to the issue (mental health/health, social justice, economic, education) with examples
- II. The etiology/history and scope of the issue
 - When and how did the issue begin (when did it become an issue)
 - Why is it an issue? Who says it's an issue?
 - How big of an issue is it today?

III. A thorough review of the literature on the issue
(historical and current)

Past interventions to address the issue and today's best practices

IV. Relevance to the Social Work Profession

Is the social work community/profession addressing the issue?

If so, why? Or Why not?

Does the issue need more research, or has it been well researched? If well researched, by who?

3. Program Development Power Point Presentation (100 points) DUE November 12, 2018

Students will develop a model program for serving children and families who reside in a rural community or small city selected by the student. Assignment will be in the form of a PowerPoint Presentation. On the day of presentation, **students will upload power point in assignment for grading and present the power point to the class.** Each student will have 15 minutes to present.

I. Introduction

- a. Identification and description of rural community or community in small city to be served
- b. Description of problem to be addressed
- c. Description of strengths of the community
- d. Current policies and programs related to proposed program

II. Proposed Program

- a. Program Description
- b. Program Mission Statement
- c. Program Goals & Objectives
- d. Identification of target population (including eligibility requirements)
- e. Description of services to be delivered
- f. Benefits to clients and community
- g. First year budget
- h. Financing of Services (who pays and how)
- i. Stakeholders involvement
- j. Grammar and spelling

III. References

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

Appendixes (optional - Extra Credit):

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

ASSIGNED READING THAT EXPLAINS THE ABOVE REQUIRED CONTENT:

Kirst-Ashman, K.K & Hull, G.H. (2012). Generalist practice with organizations and Communities, Ch. 7 *IMAGINE - Project Implementation and Program Development*. United States: Brooks/Cole, Cengage Learning, pp. 255-275.

You can find this book to rent or purchase (entire book or one chapter) on line at:

<http://www.coursesmart.com> or

http://www.coursesmart.com/IR/2936599/9780840033741?_hdv=6.8

Chapter pages are also on electronic reserve

RECOMMENDED:

To obtain statistical data on your rural area or small city, go online to:

www.quickfacts.census.gov

Use the grading rubric in Appendix B of this document to further guide you in preparing your Power Point presentation.

4. Civic Awareness Project (100 points)

DUE: November 30, 2018

During the semester you must attend two (2) 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 council or county commissioner's meeting
- Public school board meeting
- Neighborhood association meeting
- 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:

- Name of meeting attended, date, location
- number of participants, description of types of participants, and level of participation
- Agenda (if one was not distributed, list topics covered)
- Main points made on each topic discussed
- decision making process and outcomes (action taken on each topic)
- Discussion of leadership styles and their effectiveness
- 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.

5. Hot Topics (2 @ 50 points each)

The first 15 minutes of each face to face class will be dedicated to Hot Topics. Students will present current local, state or federal policy issues in the news and facilitate a discussion about the issue. Each student will present two Hot Topics in class and write a brief description of the

Hot Topic and the discussion held in class (1 page). The written description is to be upload to the assignment in blackboard.

Evaluation Procedures:

Evaluation Procedures	Access Bb9 course at www.mvsu.edu click on Blackboard 9 for detailed instructions regarding assignments																																
<table border="1" data-bbox="188 485 472 741"> <tr><td>A</td><td>450 ></td></tr> <tr><td>B</td><td>400 - 449</td></tr> <tr><td>C</td><td>350 - 399</td></tr> <tr><td>D</td><td>300 - 349</td></tr> <tr><td>F</td><td>< 299</td></tr> </table>	A	450 >	B	400 - 449	C	350 - 399	D	300 - 349	F	< 299	<table border="1" data-bbox="841 449 1372 869"> <thead> <tr> <th>Assessments</th> <th></th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Hot Topics & Participation</td> <td>2 @ 50</td> <td>100</td> </tr> <tr> <td>Minority Population Research Paper</td> <td></td> <td>100</td> </tr> <tr> <td>Group Book Club Presentation</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	Hot Topics & Participation	2 @ 50	100	Minority Population Research Paper		100	Group Book Club Presentation		100	Program Development		100	Civic Awareness Project		100	Total		500	
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Reference Style	<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: Publication Manual of the American Psychological Association (2010)</p>																																

AMERICANS WITH DISABILITIES ACT (Special Needs Policy)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

Distance Education Policy:

In compliance with IHL policy an SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minutes per three semester hour course, regardless of course

delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.

Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250 minute requirement.

Department of Social Work Hour Conversion Standards:

Activity	Undergraduate	Graduate
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice 2 minutes per short answer	1 minute per multiple choice 2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.

COURSE CALENDAR

WEEKS	COURSE TOPICS AND ONLINE DISCUSSIONS
<p>Week 1 August 20 Class meets</p>	<p>Review Course Syllabus and Assignments</p> <p>Assigned Readings: Chapter 1 of Mather et al text; Chapter 1 of Jenson and Fraser text</p> <p>Assigned Articles & Reports (on electronic reserve) Chapter 6 “Child Welfare” of Trattner (1994).From Poor Law to Welfare State: A History of Social Welfare in American 6th ed.</p> <p style="text-align: right;">300 mins</p>
<p>Week 2 August 27</p>	<p>ONLINE ACTIVITY - REQUIRED - THIS ACTIVITY COUNTS AS CLASS ATTENDANCE AND DISCUSSION BOARD PARTICIPATION.</p> <p>Assigned Readings: Chapter 2 and 3 of the Mather et al text Chapter 2 of Jenson and Fraser text</p> <p style="text-align: right;">180 mins</p>
<p>Week 3 September 3</p>	<p>ONLINE ACTIVITY - REQUIRED - THIS ACTIVITY COUNTS AS CLASS ATTENDANCE AND DISCUSSION</p>

<p style="text-align: center;">Labor Day Holiday</p>	<p>BOARD PARTICIPATION. Assigned Readings: <i>Book Club – Prologue and Chapters 1 - 3</i> Ortega, R.M. & Faller, K. C.(2011). Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift. <i>Child Welfare</i>.90(5). Jackson-White, G., Dozier, C. D., Oliver, J. T., and Gardner, C. D. (1997) Why African American Adoption Agencies Succeed: A New Perspective on Self-Help 76(1). Chapters 4 of Mather et al text.</p> <p style="text-align: right;">180 mins</p>
<p style="text-align: center;">Week 4 September 10 Class meets</p>	<p>Hot Topics <i>Email the topic of your Minority Population Research Paper for approval of topic</i> Assigned Readings: <i>Book Club – Chapters 4 - 8</i> Chapter 2 of Downs et al, <i>Child Welfare and Family Services: policies and Practices.</i> (On reserve)</p> <p style="text-align: right;">360 mins</p>
<p style="text-align: center;">Week 5 September 17 Class meets</p>	<p>Hot Topics Students should schedule visits to two community meetings. Assigned Reading: <i>Book Club – Chapters 9 - 12</i> Jenson and Fraser text Chapter 4 Jamieson, M. and Bodonyi, J. M. (1999) Data-Driven Child Welfare Policy and Practice in the Next Century. <i>Child Welfare League of America</i>.78(1).</p> <p style="text-align: right;">360 mins</p>
<p style="text-align: center;">Week 6 September 24 Minority Population Research Paper due (2700 mins)</p>	<p>ONLINE ACTIVITY - REQUIRED - THIS ACTIVITY COUNTS AS CLASS ATTENDANCE AND DISCUSSION BOARD PARTICIPATION. Assigned Reading: <i>Book Club – Chapters 13 – 16</i> <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) Mather et al text Chapter 8</p> <p style="text-align: right;">180 mins</p>
<p style="text-align: center;">Week 7 October 1 Class meets</p>	<p>Hot Topics Assigned Reading: <i>Book Club – Chapters 17 – 20</i> Jenson and Fraser Chapter 5 & 6 Mather et al Chapter 7 & 8</p> <p style="text-align: right;">540 mins</p>
<p style="text-align: center;">Week 8 October 8</p>	<p>ONLINE ACTIVITY - REQUIRED - THIS ACTIVITY COUNTS AS CLASS ATTENDANCE AND DISCUSSION BOARD PARTICIPATION.</p>

	<p>Assigned Readings: Mather et al, Chapter 6</p> <p style="text-align: right;">60 mins</p>
<p>Week 9 October 15 Class meets</p>	<p>Hot Topics Book Club Group Presentations (200 mins) 180 mins</p>
<p>Week 10 October 22</p>	<p>ONLINE ACTIVITY - REQUIRED - THIS ACTIVITY COUNTS AS CLASS ATTENDANCE AND DISCUSSION BOARD PARTICIPATION.</p>
<p>Week 11 October 29 Class meets</p>	<p>Topic: Protective services: policy and advocacy For profit and non-profit Child Welfare organizations Program Development Book Club Group Presentations (200 mins) 180 mins</p>
<p>Week 12 November 5</p>	<p>ONLINE ACTIVITY - REQUIRED - THIS ACTIVITY COUNTS AS CLASS ATTENDANCE AND DISCUSSION BOARD PARTICIPATION. EMAIL CIVIC AWARENESS PROJECT TO INSTRUCTOR.</p>
<p>Week 13 November 12 Program Development Presentation due</p>	<p>Program Development Presentations (1500 mins) 180 mins</p>
<p>Week 14 November 19 Thanksgiving Holiday</p>	<p>Fall Break</p>
<p>Week 15 November 26 Civic Awareness Project Due (240 mins)</p>	<p>Course wrap - up 180 mins</p>
<p>Week 16 December 3</p>	<p>Finals Total course minutes = 7,080</p>

APPENDICES

APPENDIX A

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

Name _____ Date _____

Total Points Scored

Criteria		Points
Introduction	<ul style="list-style-type: none"> a. Who/what is your minority population. b. Specific issue/problem to be addressed c. How is the minority population is affected? d. How is the rural population affected? e. Integrates scholarly research sources 	10
Scope of the problem	<ul style="list-style-type: none"> a. causes of the problem b. percentage of individuals in the minority population affected by the problem in comparison to the overall population affected c. percentage of individuals in the rural population affected by the problem in comparison to the overall population affected d. negative impact of the problem on minority and rural populations e. Integrates scholarly research sources and provided statistics to support your discussion 	20
Etiology/history of the problem	<ul style="list-style-type: none"> a. “private troubles” (characteristic s of individuals vs. b. public issues (lack of opportunities, resources, programs and policies, etc.) affecting large numbers of individuals and outside of the control of individuals) c. Integrate scholarly research sources 	20
Literature Review	Integrates research throughout the paper a minimum of 10 scholarly research sources pertinent to topic	10
Analysis of Issue within the Framework of the “Ecosystems Perspective”	<ul style="list-style-type: none"> a. Identifies and uses a policy analysis model to analyze issue b. Assesses issue using the “Ecosystems Perspective” c. Provides results of analysis of issue (conclusions reached) 	15
Best Practices	<ul style="list-style-type: none"> a. Proposed intervention strategies to address issue (e.g., policy changes, programs, interventions) b. Provides references from scholarly research based articles to support intervention strategies 	15
Paper Structure	<ul style="list-style-type: none"> a. Use of APA formatting b. Spelling c. grammar 	10
TOTAL		100

APPENDIX B

GRADING RUBRIC SW 610 - Family and Child Welfare Policy

Program Development/PowerPoint Presentation

Name _____ Date _____

Total Points Scored _____

Criteria		Points
Part I Introduction Identify and describe rural or small town community	Provides demographic data: a. population b. racial composition c. income d. employment Describe any other characteristics you consider to be important	10
Description of the problem to be addressed	Clearly define and articulate the unmet needs of your proposed program's target population: a. causes of the problem b. percentage of individuals in the population affected by the problem c. negative impact of the problem on target population of your proposed program and Statistics provided as evidence of the problem	5
Identify Strengths of the Community	Identifies at least 3 strengths of the community the program will serve	5
Current Policies and Programs Related to Proposed Program	a. Which social welfare programs have been implemented as a result of the policies? b. What was the purpose of the programs? c. Who is primarily served by the program? d. Have there been positive results of the program? e. Have there been negative effects or unintended consequences of the program? f. Are those affected by the program disproportionately from a particular population? OR If there are no relevant policies or programs - MAKE A STATEMENT TO THAT EFFECT	10
Part II. Program Proposal Brief Program Description	Three sentences that introduce the proposed program and answers the following; a. What type of program is being proposed? b. What services will be offered? c. Who is the target population?	5
Program Mission Statement	Re-write program description # II.A above in a user-friendly way easy to understand)	5

	<ul style="list-style-type: none"> b. has no errors b. one paragraph 	
Program's Goals and Objectives	<p>Goal(s) stated in general terms of what the program will achieve</p> <p>Objectives</p> <ul style="list-style-type: none"> a clearly stated. b. derived from goals c. stated in ways that can be measured (behaviorally specific) 	10
Target Population	<ul style="list-style-type: none"> a. who the services are designed for b. eligibility requirements 	5
Services to Be Delivered	<ul style="list-style-type: none"> a. type of service b. goal c. application of theory to practice (theoretical perspective can be a human behavior or practice theory) d. social work method(s) used to deliver service e. qualifications of staff providing service 	10
Benefits to Clients and Community	<ul style="list-style-type: none"> a. Describe the anticipated outcomes that will benefit the community. b. Describe the anticipated outcomes as a result of achieving your program objectives (which were supposed to be stated in measurable behaviorally specific language) <p>Outcomes must be tied to objectives.</p> <ul style="list-style-type: none"> c. Use numbers or percentage when describing anticipated outcomes 	10
First Year Budget	<p>Provide a Line Item Budget covering:</p> <p>Expenses</p> <ul style="list-style-type: none"> a. Personnel (Salaries, Fringe Benefits) b. Communications (telephone, Postage FAX, internet services) c. Equipment (computers, phones, FAX machines, printers, copy machines, furniture) c. Supplies (paper, pens, flash drives, etc.) <p>Other (optional: depends on program planned)</p> <p>Space, Staff Travel.</p> <p>Contractual.</p> <p>Transportation for clients.</p> <p>Indirect costs</p> <p>Revenue</p> <ul style="list-style-type: none"> a. Client fees, b. In-kind (donated time, space, etc.) 	10
Financing	<p>Who pays and how?</p> <p>Identify sources</p>	5
Stake-holders Involvement	<p>Describe how the following will be involved in your program:</p> <ul style="list-style-type: none"> a. target population 	5

	b. other service providers c. community organizations d. city, county, state and/or federal office holders or agencies represented e. others, specify (optional)	
Grammar, Spelling & References		5
TOTAL		100

REFERENCES

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- Brooks, S. (2006). "The Growing Problem of Alcohol and Drug Abuse in Today's Child Welfare System." Reaching Out: Current Issues for Child Welfare Practice in Rural Areas. (Fall, 2006).
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www.socialworkers.org
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- **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

Last Edited: 2011-02-21 02:10:52

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.