San Diego State University School of Social Work  
SW758: Seminar - Child Welfare Practice  
Master Syllabus  
Fall 2017  
Schedule #23620  
TH: 4:00 – 6:40   AH 2107

Instructor: Anzette D. Shackelford, LCSW  
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Office: HH-114B  
Office Hours: By Appointment  
Phone: (619) 395-2858

I. Purpose and Description

This elective is designed to provide students with advanced knowledge of child maltreatment and the context and role of the Child Welfare Services system. A multidisciplinary approach to the problem outlining the roles of the professions involved in the response to children and families will be reviewed. The major types of child maltreatment will be defined, described, and discussed with attention to accurate assessment and case planning. Effective clinical case management strategies will be highlighted.

This course will integrate recent research into course readings with discussion on the implications for best practice. In addition to examining theoretical models to understand the etiology of maltreatment, the course will review attachment theory, trauma and the effects of trauma, and review and examine evidence-based practices to engage and work with children and families.

Special attention will be given to key issues related to risk and resilience, issues of disproportionality, prevention models, diversity and culture, and the use of self and self-care.

II. Learning Outcomes/Competencies

Per Council of Social Work Education: Educational Policy Accreditation Standards (CSWE EPAS), and California Social Work Education Center for Child Welfare (CALSWEC), after completing this course, the student will be able to demonstrate advanced competencies (CA) and practice behaviors (CP) in the following areas [as measured by]:

EPAS 1: Demonstrate Ethical and Professional Behavior
- Identify and apply ethical principles including confidentiality and respect for individuals and articulate and demonstrate resolution of ethical dilemmas in practice. [Research Paper]

California Social Work Education Center (CALSWEC) Advanced Competencies (CP 1.2)
- Demonstrate skill in articulating professional knowledge and effective use of self seeking out suitable client services and ensuring client access to those services, and utilize appropriate resources to ensure professional growth. [Research Paper and Group Presentation]
California Social Work Education Center (CALSWEC) Advanced Competencies (CP 1.3)
- Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in ethical contexts. [Research Paper and Presentation]

EPAS 2: Engage Diversity and Difference in Practice
- Identify and incorporate diversity and difference in service delivery and articulate and demonstrate management of personal and institutional bias. [Research Paper and Group Presentation]

California Social Work Education Center (CALSWEC) Advanced Competencies (CP 4.1)
- Consistently demonstrate and articulate both accurate awareness of self and knowledge of societal variables contributing to power imbalances and interpersonal and intercultural conflict among individuals, families, groups, organizations, and communities. [Examination, Research Paper and Group Presentation]

California Social Work Education Center (CALSWEC) Advanced Competencies (CP 4.2)
- Consistently demonstrate the skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to child welfare practice. [Research Paper and Group Presentation]

EPAS 4: Engage in Practice-Informed Research and Research-Informed Practice
- Advocate for and incorporate research-informed practice in service delivery and articulate and demonstrate evaluation of practice in quantitative and qualitative outcomes. [Research Paper and Group Presentation]

California Social Work Education Center (CALSWEC) Advanced Competencies (CA 6.1)
- Regularly assess and use research evidence to guide child welfare practice, to evaluate child welfare practice, and to disseminate findings to improve child welfare practice. [Research Paper and Group Presentation]

California Social Work Education Center (CALSWEC) Advanced Competencies (CP 6.1)
- Demonstrate skill in conducting child welfare literature reviews, in applying findings to practice in program evaluation, and in knowledge dissemination. [Research Paper and Group Presentation]

EPAS 5: Engage in Policy Practice
- Articulate and demonstrate skillful application of policy and practice in engagement, assessment, case planning, intervention, and evaluation. [Exam and Research Paper]
California Social Work Education Center (CALSWEC) Advanced Competencies (CA 8.1)
- Articulate knowledge of current agency, state, and federal child welfare policies and engages in effective development and implementation of ethical and effective child welfare practices and policies. [Group Presentations, Exam, Research Paper]

California Social Work Education Center (CALSWEC) Advanced Competencies (CP 8.1)
- Demonstrate through policy practice interventions the knowledge of social work values, child welfare relevant policies, and assessment of service effectiveness. [Group Presentations, Exam, Research Paper]

E. EPAS 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Demonstrate application of comprehensive data and critical thinking to case conceptualization, case planning, and service delivery. [Research Paper and Group Presentation]

California Social Work Education Center (CALSWEC) Advanced Competencies (CA 10(b).1)
- Consistently gather qualitative and quantitative data from a variety of sources, form coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet standards for child welfare social work practice. [Research Paper and Group Presentation]

California Social Work Education Center (CALSWEC) Advanced Competencies (CP10(b).1.)
- Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds. [Research Paper and Group Presentation]

EPAS 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Articulate and demonstrate interventions that successfully connect and transition individuals and families to community resources and natural support systems. [Research Paper and Group Presentation]

California Social Work Education Center (CALSWEC) Advanced Competencies (CA10(c).1.)
- Comfortably move among the roles of a social worker in child welfare and intervene effectively in those roles, enhancing client strengths, acting as a client advocate, and skillfully handling transitions and terminations. [Research Paper and Group Presentation]

California Social Work Education Center (CALSWEC) Advanced Competencies (CP10(c).1.)
- Shape child welfare interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination. [Research Paper and Group Presentation]
EPAS 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Articulate and demonstrate continuous evaluation of interventions and services provided to individuals and families by organizations and communities. [Research Paper and Group Presentation]

California Social Work Education Center (CALSWEC) Advanced Competencies (CA10 (d).1)

- Consistently employ reliable and valid methods for monitoring and evaluating practice interventions and use the results to improve child welfare policy and practice. [Research Paper and Group Presentation]
III. Required Textbooks and Readings*


*Additional articles and other reading material assigned by the instructor will be available through Blackboard.
IV. Course Assignments

Assignment 1: Quizzes x 3 - Definitions, Impact, Policies and System Response (30 points – 10 Points each)
The quizzes focuses on key concepts, principles, and theoretical knowledge covered in the assigned readings, lectures, and class activities in first 5 sessions.

Assignment 2: Research Paper — Case Study (30 points)
Using an example from the field placement, with confidentiality protected, the individual paper will include introduction, assessment, case conceptualization, case planning, and evaluation of services and outcomes. The paper will include relevant tools: risk assessment, genogram, culture-gram, eco-map, and case plan. The paper will analyze a specific issue related to the case including research on the subject and how it informs practice. The case subject should be chosen and approved by the instructor by the fifth session of class. See instructor separately for issues related to placement challenges. The research paper will form the basis for a presentation on the case and research findings to include engaging the class in case consultation. See Blackboard for Guidelines, Grading rubric.

Assignment 3: Group Presentation— Analysis of Interventions and Outcomes (30 points)
The group presentation uses current research and models of intervention to evaluate child welfare services in its mission of safety, permanence, and well-being including examples of clinical case management, family engagement, and evidenced-based practices. Five groups of six each will be formed by the 2nd class session with topics that must be improved by the instructor. See Blackboard for guidelines and grading rubric.

Participation (10 points) - Participation includes attendance at all of every class session, respect for fellow students as adult learners, professional presentation of case examples including protecting client confidentiality, and active demonstration of the ability to integrate course material into practice. Class participation is worth 10 points or 10-percent of the overall course grade. Subscribe to “Child Welfare in the News” on the Child Welfare Information Gateway at www.childwelfare.gov.

Grading: All grades are assigned in accordance with the policies set forth in the SDSU Graduate Bulletin and will follow the School of Social Work Grading Policy documented in the Graduate Student Handbook. (Refer to the School of Social Work website for a copy of the Graduate Student Handbook: http://socialwork.sdsu.edu/student-resources/references/msw-handbook/
GRADING PER MSW HANDBOOK

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>84-86</td>
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<td>80-83</td>
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<td>77-79</td>
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<td>67-69</td>
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<td>60-63</td>
<td>D-</td>
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<tr>
<td>0-59</td>
<td>F</td>
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A - Superior performance
B - Satisfactory performance
C - Minimally passing
D - Unacceptable for graduate credit
F - Failing
CR - Credit
NC - No Credit
RP - Report in Progress
IC - Incomplete
San Diego State University School of Social Work  
SW758: Seminar - Child Welfare Practice  
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V. Course Policies

SDSU Faculty Senate Disability Policy:
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Accommodation for Religious Observances
Students will be allowed to complete examinations or other requirements in advance of a religious observance. However, it is the student’s responsibility to contact me in advance so that I can make the necessary arrangements.

Academic Misconduct
Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Academic misconduct, including plagiarism, is a serious offense in academia and will be treated according to the university policy, as written in the SDSU catalog/Graduate Bulletin. Any Academic misconduct, including plagiarism infractions, will be reported to the SDSU Office of Student Rights and Responsibilities as is mandated by the CSU Chancellor.

If you are unsure as to what is plagiarism: Students can take the 30-minute pre- and post- online quiz: SDSU Plagiarism: The crime of intellectual property by SDSU librarian Pamela Jackson, found at: http://infotutor.sdsu.edu/plagiarism/index.cfm.
For more information visit the Office of Student Rights and Responsibility: http://studentaffairs.sdsu.edu/srr/academics1.html
A. **Attendance:** Attendance is required to earn participation points and meet course objectives. The sign-in sheet is the measure for attendance. Notify the instructor by e-mail of attendance issues that could impact participation.

B. **Assigned Readings:** One measure of participation is student integration of assigned and recommended readings into classroom activities and course assignments.

C. **Participation:** Class participation is measured by the demonstration of knowledge, comprehension, application, analysis, synthesis, and evaluation of information from class, research, assignments, and field experiences, and respect for fellow students.

D. **NASW Code of Ethics:** The NASW Code of Ethics is an academic standard at SDSU School of Social Work. Students are expected to maintain a high standard of professionalism and to follow all the principles of the NASW Code of Ethics (Revised, 1996). Adherence to the Code of Ethics includes placing clients’ interests in highest priority, maintaining client confidentiality, demonstrating appropriate professional boundaries, treating one’s colleagues with respect, and maintaining standards of honesty and integrity.

E. **Plagiarism:** Demonstrate compliance with the University’s plagiarism policy outlined in the San Diego State University Catalog.

F. **Assignment Due Dates:** Course assignments are due on or before the class start time on the assignment due dates listed in the syllabus. Late assignments will lose 5% points per day in grading.

G. **Quizzes:** The examinations will be administered on the date listed in the syllabus. Any absence or inability to complete the exam on that date must be pre-approved by the instructor. Adjustments in the grade may be made accordingly.

H. **Written assignments:** Written assignments should follow the stylistic guidelines suggested by the current edition of the APA manual. Students should pay particular attention to APA guidelines regarding expression of ideas (i.e., writing style, grammar, and guidelines to reduce bias in language); reference citations in text; reference list; margins; and headings. Written assignments should reflect the ability to engage in library research (e.g., professional books, journals, etc.).
### Course Topics and Outline

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>8/31/2017</td>
<td>Introduction, Syllabus, etc.</td>
<td>Review</td>
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<tr>
<td>2</td>
<td>9/7/2017</td>
<td>Overview of Child Welfare</td>
<td></td>
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</tbody>
</table>
| 3    | 9/14/2017  | • Attachment and Trauma  
• ACE study                                                            |                                          |
| 4    | 9/21/2017  | Quiz 1  
Physical Abuse, Emotional Abuse, Neglect                          |                                          |
| 5    | 9/28/2017  | Sexual Abuse and Neglect                                              | Note: Case study info due                |
| 6    | 10/5/2017  | Cultural Considerations:  
• Disproportionality  
• ICWA  
• Non-Accompanied Minors  
• Non-Minor Dependents: EFC | Identify and Assign Groups/Topics                                   |
| 7    | 10/12/2017 | Quiz #2  
• Substance Abuse, IPV  
• Engagement & Assessment  
• Risk Assessment                                                        |                                          |
| 8    | 10/19/2017 | Case Conceptualization  
• Case Management                                                        |                                          |
| 9    | 10/26/2017 | • Out-of-Home Care  
• Recruitment and Retention                                               |                                          |
| 10   | 11/2/2017  | Permanency Planning                                                   |                                          |
| 11   | 11/9/2017  | Quiz #3  
Working with The Courts                                               | Research Paper                           |
| 12   | 11/16/2017 | Systemic Issues in Child Welfare                                      |                                          |
|      | 11/23/2017 | Thanksgiving Break                                                    |                                          |
| 13   | 11/30/2017 | Group Presentations                                                   | Presentation                             |
| 14   | 12/7/2017  | Group Presentations                                                   |                                          |
| 15   | 12/14/2017 | Summary and TOL                                                       |                                          |
Introduction to Seminar, Syllabus Review, Assignments, Grading

**August 31**

**Required Readings:**
- Syllabus

Overview of Child Welfare Practice

**September 7**

**Required Readings:**
- WIC App: [https://theacademy.sdsu.edu/resources-and-tools/](https://theacademy.sdsu.edu/resources-and-tools/)

Attachment and Trauma/ACE Study

**September 14**

**Required Readings:**

*Suggested Readings:*
San Diego State University School of Social Work
SW758: Seminar - Child Welfare Practice
Master Syllabus
Fall 2017
Schedule #23620
TH: 4:00 – 6:40   AH 2107

Quiz #1/ Physical and Emotional Abuse and Neglect September 21

Required Readings:

  - Emotional Abuse (pp. 95, 120, 161, 163, 166, 169, 186, 239, 240)


Sexual Abuse September 28

Required Readings:


Cultural Considerations: Disproportionality, ICWA, Immigrant Issues October 5

Required Readings:


San Diego State University School of Social Work  
**SW758: Seminar - Child Welfare Practice**  
Master Syllabus  
Fall 2017  
Schedule #23620  
TH: 4:00 – 6:40   AH 2107


**Suggested Readings:**

**Quiz #2/Substance Abuse, IPV, Engagement and Assessment, etc.**  
October 12

**Required Readings:**
  Part 1: Meaningful Family Engagement (pp. 70 – 85)  
  Part 2: Risk Assessment (pp. 253 – 269)  
  Part 2: Substance Abuse Issues (pp. 299 – 311)  
  Part 2: Domestic Violence (pp. 312 – 338)  
  Part 4: Father Engagement (pp. 694-709)

**Case Conceptualization and Case Management**  
October 19

**Required Readings:**
- Introducing and Integrated Safety Organized Practice (March, 2013) – On blackboard

**Suggested Readings**

**Out of Home Care/Recruitment and Retention**  
October 26

**Required Readings:**
  Part 4: Placement Stability (pp. 583 – 600)  
  Part 4: Foster Parent Recruitment, Retention, Development and Support (pp. 601 – 615)
San Diego State University School of Social Work  
SW758: Seminar - Child Welfare Practice  
Master Syllabus  
Fall 2017  
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TH: 4:00 – 6:40  AH 2107

<table>
<thead>
<tr>
<th>Permanency Planning</th>
<th>November 2</th>
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<tbody>
<tr>
<td>(Reunification, APPLA, Guardianship, and Adoption)</td>
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<td><strong>Required Readings:</strong></td>
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<tr>
<th>Quiz #3/ Working with the Courts</th>
<th>November 9</th>
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<tr>
<td><strong>Required Reading</strong></td>
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<th>Systemic Issues in Child Welfare</th>
<th>November 16</th>
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<tr>
<td><strong>Required Readings:</strong></td>
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<th>Holiday (Thanksgiving) Break</th>
<th>November 23</th>
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<th>Group Presentations</th>
<th>November 30</th>
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<th>December 7</th>
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San Diego State University School of Social Work  
SW758: Seminar - Child Welfare Practice  
Master Syllabus  
Fall 2017  
Schedule #23620  
TH: 4:00 – 6:40   AH 2107

Course Summary, Transfer of Learning and Course Evaluation  
December 14  

Required Reading


Suggested Reading

WEBSITES

- Administration Of Children and Families
  https://www.acf.hhs.gov/

- Annie E. Casey Foundation
  http://www.aecf.org/

- Casey Family Services
  http://www.casey.org/Home

- California Evidenced-Based Clearinghouse for Child Welfare
  http://www.cebc4cw.org/

- California Department of Social Services (CDSS)
  http://www.cdss.ca.gov/inforesources

- Center For Disease Control and Prevention: Adverse Childhood Experiences (ACE)
  https://www.cdc.gov/violenceprevention/acestudy/index.html

- Child Welfare Information Gateway (Subscribe)
  https://www.childwelfare.gov/

- Child Welfare Information Gateway (Permanency)
  https://www.childwelfare.gov/topics/systemwide/laws-policies/permanency/

- Child Welfare League of America
  http://www.cwla.org/

- Children’s Defense Fund
  http://www.childrensdefense.org

- National Center for Children in Poverty
  http://www.nccp.org

- National Child Trauma Stress Network
  http://www.nctsn.org

- National Clearinghouse for Alcohol and Drug Information (NCADI)
  https://www.samhsa.gov/
San Diego State University School of Social Work  
SW758: Seminar - Child Welfare Practice  
Master Syllabus  
Fall 2017  
Schedule #23620  
TH: 4:00 – 6:40   AH 2107

- National Indian Child Welfare Association
  [http://www.nicwa.org](http://www.nicwa.org)

- Social Work Today Magazine
  [https://www.childwelfare.gov/topics/systemwide/laws-policies/permanency/](https://www.childwelfare.gov/topics/systemwide/laws-policies/permanency/)

Child Welfare Information Gateway (Legislation)
[https://www.childwelfare.gov/topics/systemwide/laws-policies/permanency/](https://www.childwelfare.gov/topics/systemwide/laws-policies/permanency/)
RESOURCES FOR SOCIAL WORK AND GERONTOLOGY STUDENTS

Counseling and Psychological Services (CPS):
http://go.sdsu.edu/student_affairs/cps/services-overview.aspx

CPS Group support: (transfer students, helping professions students, women’s groups, AA, etc.)
http://go.sdsu.edu/student_affairs/cps/groups-workshops.aspx

Economic Crisis Response Team: Confidential concerns with food insecurity, homeless, housing
http://go.sdsu.edu/student_affairs/ecrt/Default.aspx

Mobile Food Pantry:
https://as.sdsu.edu/foodinsecurity/

Pride Center:
http://go.sdsu.edu/student_affairs/pridecenter/Default.aspx

Veterans’ Center:
http://arweb.sdsu.edu/es/veterans/

Women’s Resource Center:
http://newscenter.sdsu.edu/student_affairs/wrc/

Project Rebound: Support for formerly criminally justice involved and/or family members;
Dr. Alan Mobley, amobley@mail.sdsu.edu
https://www.facebook.com/projectreboundsdsu/

Student Disability Services:
http://go.sdsu.edu/student_affairs/disabilities.aspx

Social Work Student Organizations info:
https://socialwork.sdsu.edu/student-resources/student-organizations/

CHHS International Coordinator:
Roxanne Riedel, rriedel@mail.sdsu.edu, 619-594-6477

Social Work Librarian:
Linda Muroi, lmuroi@mail.sdsu.edu, 619-594-2554
BSW/Gero Advisor:
Amalia Hernandez, amalia.hernandez@mail.sdsu.edu, 619-594-6259

MSW program Advisor:
Dr. Eunjeong Ko, eko@mail.sdsu.edu, 619-594-3548

MSW/MPH program advisor:
Dr. Mark Reed, mreed@mail.sdsu.edu, 619-594-6664

MSW/JD program advisor:
Dr. David Engstrom, engstrom@mail.sdsu.edu, 619-594-5966

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Dr. Jessica Robinson, MSW, jrobinson@sdsu.edu, 619-594-6151

School Associate Director:
Dr. Jong Won Min, jwmin@mail.sdsu.edu, 619-594-

School Director:
Dr. Mindy Hohman, mohman@mail.sdsu.edu, 619-594-6247