



Sociology and Social Work

SWK 304 Child Welfare

3 Units

Fall 2020

Meeting days: Wednesday evenings	Charisma De Los Reyes, MSW
Meeting times: 5:30 - 6:30 pm	Phone: (619)518.8784
Meeting location: Zoom	Email: cdelosr1@pointloma.edu
Final Exam: (day/time) Wed, 12/02 @ 7:30 pm	Office location and hours: 5:30 pm - 7:30 pm by appointment M/T/Th/F
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Child Welfare (CW) is an upper division class aimed at helping you understand and analyze the concept of “child welfare” from the perspective of the Bible, a holistic view, and social systems theory. The components of healthy welfare for children from pregnancy to age 18 (and beyond to age 21) will be addressed. Students will learn about how modern day CW agencies and professionals have been a result of social work advocacy, legislation, and infrastructure that have been developed over the last two centuries. The class will address when difficulties arise for healthy CW, with a special emphasis on children of divorce, single-parent families, HIV and drug-exposed children, children of minorities, and children of poverty. You will learn: 1) the function of the family for children, 2) what micro, mezzo and macro influences cause and/or correlate to child maltreatment, 3) the need for preventive, supportive and protective CW services that allow children to remain safely at home, in foster care, with adoptive families, and/or in juvenile hall, 4) and the role of the social work profession and how it collaborates with other CW professions. Class lectures, discussion, and assignments will be based on the following Council of Social Work Education’s (CSWE) educational standards and how they pertain to CW best practices.

COURSE LEARNING OUTCOMES

By the end of the course, you should be able to know about and perform the following tasks as an entry level CW worker, which are taken from the CSWE competencies:

- **Competency 1: Demonstrate Ethical and Professional Behavior**
 - 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
 - Demonstrate professional demeanor in behavior, appearance; and oral, written, and electronic communication
 - Use technology ethically and appropriately to facilitate practice outcomes
 - Use supervision and consultation to guide professional judgment and behavior
 - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- **Competency 2: Engage Diversity and Difference in Practice**
 - 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
 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies
- **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
 - Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - Engage in practices that advance social, economic, and environmental justice
- **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**
 - 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
 - Use and translate research evidence to inform and improve practice, policy, and service delivery
- **Competency 5: Engage in Policy Practice**
 - 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**

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
- **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
 - Collect/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 upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client and constituencies
 - 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**
 - 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 an on behalf of diverse clients and constituencies
 - Facilitate effective transitions and endings that advance mutually agreed-on goals
- **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
 - Select and use appropriate methods for evaluation of outcomes
 - Apply knowledge of human behavior in 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
 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
- **PLNU 10: Practice Competency for Integration of Faith and Professionalism.**
 - Critically assess the relationship between Christian faith and public policy.

IDEA Course Objectives:

At the end of the semester, you will evaluate the course based on the following IDEA objectives. These should measure that you have gained more experience with learning/developing/applying CW:

- - Fundamental principles, generalizations, or theories
 - Course material (to improve thinking, problem solving, and decisions)
 - Specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
 - Skills in how to find and use resources for answering questions or solving problems
 - Understanding of, and commitment to, personal values
 - Skills in expressing oneself orally or in writing

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Crosson-Tower, C. (2018). *Exploring child welfare: A practice perspective*, (7th ed.). Boston, MA: Pearson.

*Additional reading will be assigned by professor and posted on Canvas.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

Distribution of Student Learning Hours	
Category	Time Expectation in Hours
Online Participation in Discussions, Groups, etc.	30
Reading Assignments	30
Written Assignments	40
Other Assignments & Learning Activities	9
Quizzes, Surveys	3.5
Total Hours	112.5

ASSIGNMENTS AT-A-GLANCE

The table below lists our assignments and due dates. **Click on any assignment to review it.**

COURSE SCHEDULE AND ASSIGNMENTS

WEEK	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
	<p>Integrate the reading with the CSWE competencies:</p> <ol style="list-style-type: none"> 1. The AM for the assigned chapter will be posted on Canvas. The posed questions on the AM are the important points the professor wants you to retain from the reading. 2. After reading, answer the posed questions on Canvas. Pay attention to correct grammar, spelling, APA 6th edition formatting, and page limits. 3. Post your completed AM on Canvas the due date/time. 4. During class discussion, the professor highly encourages you to take notes on your AM for future study. 5. Use the AMs as study guides for the mid-term exam and the final exam. <p>There will be 14 opportunities to submit an AM.</p> <p>Competencies 1, 3, 5, 6, 8, 9</p>	Throughout the course
	<p>Discussions - Competency 1, 2, 3, 9</p> <p>Discussion will be posted to Canvas weekly. Based on the prompt(s) posted in the Discussion, be sure to enter your <u>initial</u> response by Monday and respond to two of your classmates replies no later than the following Wednesday date/time.</p>	Throughout the course
Week 8	<p>Mid-Term Exam</p> <p>This multiple choice and essay exam will cover the substantive information you should have gained to this point in the semester. Study your AMs and chapter outlines. No study guide will be given.</p>	October 7, 2020
Week 16	<p>Final Exam</p> <p>This is comprehensive exam of multiple choice questions and essay questions that combines all that you learned in class throughout the semester. Study</p>	December 2, 2020

	your AMs and chapter outlines. No study guide will be given.	
Week 4	<p>Biographical Outline - Competency 7, PLNU 11</p> <p>Through the lens of systems perspective and theory, analyze your life and apply knowledge of human behavior and the social environment. Critique and apply knowledge of the micro, mezzo, macro systems in your life. Information should span from your mother's pregnancy (as much as possible) to today (discuss your decision to come to a Christian university). Follow the format given on Canvas. If needed, interview a friend or family member.</p>	September 9, 2020
Week 6	<p>Annotated Bibliography - Competency 4</p> <p>A goal of the course to engage in research-informed practice and practice-informed research. You will find this research in peer-reviewed journal articles in the major debates of social work and related disciplines. Select articles from respected scholarly journal relating a CW issue and follow the format given. You are encouraged to discuss journals and articles with the instructor if needed. Be prepared to discuss your paper in class. Information on Canvas.</p>	September 23, 2020
Week 11	<p>Research Paper Outline - Competency 4</p> <p>Prior to submitting the assignment below, organize the paper into a 5-paragraph essay outline for the professor to review.</p>	October 28, 2020
Week 16	<p>Research Paper - Competency 4</p> <p>Based on the CW topic you selected, write a 5-page (no less than 4 ½ pages), APA 6th edition compliant paper with a reference page of at least five sources of peer-reviewed journal articles.</p>	December 2, 2020
	Class Participation	Throughout course

ASSESSMENT AND GRADING

Assignment Distribution
Assignments - 30% <ul style="list-style-type: none">• (Analytic Memos - 14%)• (Online Discussions & Groups 21%)
Class Participation/Attendance - 10%
Mid-Term Exam - 15%
Final Exam - 15%
Writing - 25% *** (Annotated Bibliography - 3%) *** (Biographical Outline - 5%) *** (Research Paper - 15%) *** (Research Paper Outline - 2%)

Note: Clearly define a grading policy to avoid any confusion concerning expectations. It is most helpful if at least two things are present: 1) a point distribution and 2) a grading scale.

Student grades will be posted in the Canvas grade book no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Standard Grade Scale Based on Percentages				
A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.