

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY**

**CHILD AND FAMILY WELFARE**

**SWK 6684**

**SPRING 2020**

**COURSE DESCRIPTION**

Competency 2: Engage Diversity and Difference in Practice

Competency 5: Engage in Policy Practice

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

The competencies will be assessed via written assignments, role plays and during classroom participation.

### **PLAGIARISM**

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

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### **HIPAA ALERT**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

### **CONFIDENTIALITY**

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students



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### **TEACHING METHODS AND CLASS PARTICIPATION**

A combination of lecture and class discussion, films and experiential learning methodologies will be used in this course.

Students are expected to attend all classes on time. The University grading system will be applied. The course grade will be based upon the extent to which the student meets the course objectives, as demonstrated in the form, content, and promptness of written assignments as well as class attendance and participation.

*There will be two graded written paper assignments during the semester.*

*Failure to complete and turn these in will reduce your overall grade.*

### **Paper Assignments:**

#### ***Assignment 1: Study of a relevant social problem.***

Choose a current social problem affecting children and families in your jurisdiction.

Address the following:

1. Describe the specific group or groups of people affected by this problem, with particular attention to vulnerable populations. How widespread is the problem currently?
2. What factors have contributed to the identified problem? Place the problem within a socio-political, economic framework in order to explain these factors.
3. How are society  
have identified?
4. What solutions have been attempted to solve the problem? Evaluate their effectiveness.
5. What solutions would you propose and why?

Paper Requirements: APA style 6th edition is required.

Incorporate class readings and scholarly literature. 8 - 10 pages.

Course Competency Outcomes: 1 & 2

#### ***Assignment 2: Policy response to social problem.***

Using the social problem you discussed in Assignment One, write about a current policy or law in your jurisdiction that has been designed to address this problem:

1. Briefly describe the history of the policy. What is the jurisdiction of this policy (ie., is this a national, state, or local law)? Who inspired and/or championed the creation of it? Was there a critical incident that spurred the development of this policy at the time it was introduced.
2. Describe the policy in detail. You may quote the entire policy verbatim, but then go on to describe what it means in your own words. What are the key provisions that address the social problem?

3. How well does this policy or law work at addressing the social problem? Has the problem gotten worse, improved, or stayed the same since this policy or law has been introduced? What criticisms have there been to it? Do you think these criticisms are valid?
  
4. To what extent does this policy or law concur with social work values? What changes would

- Session I: Introduction
  - Read Chapter 1 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). *Child welfare and family services: Policies and practice*. (8th Ed.) Boston, MA: Allyn & Bacon.
  
- Session 2: Supportive Programs for Children and Families
  - Read Chapter 2 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). *Child welfare and family services: Policies and practice*. (8th Ed.) Boston, MA: Allyn & Bacon.

- - Child Welfare Information Gateway. (2016). *Determining the best interests of the child*.  
Read pages 1-3.

- Deisz, R., Doueck, H. J., George, N., & Levine, M. (1996). *Reasonable cause: A qualitative study of mandated reporting*. *Child Abuse & Neglect*, 20(4), 275-287.

- Watson, H., & Levine, M. (1989). Psychotherapy and mandated reporting of child abuse. *American Journal of Orthopsychiatry*, 59(2), 246.

- Session 4: Disproportionality and Disparity in Child Welfare
  - Annie E. Casey Foundation. (2006). *Race matters: Unequal opportunity in the child welfare system*. Retrieved from [http://www.aecf.org/upload/publicationfiles/fact\\_sheet11.pdf/](http://www.aecf.org/upload/publicationfiles/fact_sheet11.pdf/) (Links to an external site.)  
[Links to an external site.](#)

- Anyon, Y. (2010). Reducing racial and ethnic disparities in child welfare. *Child Welfare*, 90(1), 13-18. doi:10.1111/j.1752-0175.2009.00312.x

(2011). Racial bias in child protection? A comparison of competing explanations using national data. *Pediatrics*, 127(3), 471-478.

## Unit II: Primary Social Service Delivery Systems

- Session 5: Direct Service Interventions
  - Read Chapter 4 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). *Child welfare and family services*:



- Read Chapter 8 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). Child welfare and family services: Policies and practice. (8th Ed.) Boston, MA: Allyn & Bacon.
  
- Session 10: Foster Care Practice Issues
  - Read Chapter 9 in Downs, S., Moore, E., McFadden, E., Costin, L. (2009). Child welfare and family services: Policies and practice. (8th Ed.) Boston, MA: Allyn & Bacon.

- Stewart, N. (2016, December 12). New York City's Child Welfare Commissioner, Gladys Carrión, Resigns. The New York Times, Retrieved from <http://nyti.ms/2ILpsNu>
- Assignment 2 Is Due