Permanence for Children
SOWK 8600 | 3 credit hours

Fall Semester 2022
Class Meetings: Mondays | 4 P.M. – 6 P.M. | 206 CPACS

Instructor: Professor C.J. Washington (Dr. Washington, She | Her)

Office: 206 CPACS
Office Phone: 402.554.2792
Email: washingtoncj@unomaha.edu

NOTE: Students should contact the instructor via email rather than by phone. Email messages will be responded to within 24 hours, excluding weekends, holidays, and breaks.

Office Hours: In-Person: Tuesdays | 1 P.M. – 3 P.M. or by appointment.
            Online: Wednesdays | 6:30 P.M. – 8 P.M. or by appointment

Course Information

Description
This course is about the child welfare system and focuses on policies, laws, and agency structures designed to help abused and neglected children and their families.

Rationale/Overview
In this course, child welfare and neurobiological theories are taught along with the causes, factors, and consequences of child abuse and neglect and the effect of removal and placement of children in out of home care. Students learn about the legal constraints and ethical dilemmas involved in the delivery of child welfare services, and gain skills in analyzing structures and policies that affect the delivery of child welfare services. Diverse values, interests, and biases in a public child welfare system are covered as are other factors related to diversity.
Student Learning Outcomes (SLOs)

As a result of this course, students will be able to…

1. Identify child welfare and neurobiological theories that influence policy development in child welfare.
2. Explain the legal constraints and ethical dilemmas involved in the delivery of child welfare services.
3. Demonstrate ability to analyze structures and policies that affect the delivery of child welfare services.
4. Demonstrate ability to identify and analyze the diverse values, interests, and biases in a public child welfare system.
5. Explain the causes, factors, and consequences of child abuse and neglect and the effect of removal and placement of children in out of home care.
6. Discuss factors of race, ethnicity, national origin, age, gender, sexual orientation, ability, socioeconomic, class, and religion/spirituality that affect the child welfare system.

Prerequisites of the Course

SOWK 8130 prior to or concurrent, or admitted as an advanced standing student.

Required Text / Supplemental Materials

*Required Text:*

Course Structure / Format

Video lectures, discussions, weekly assignments, audio-visual aids, and guest speakers will be used to present course materials.

Tentative Course Schedule

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, I reserve the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course</td>
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<tr>
<td>2</td>
<td>History of child welfare in the U.S.; role of social work</td>
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<tr>
<td>3</td>
<td>Labor Day; no class</td>
<td></td>
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<tr>
<td>4</td>
<td>Social work ethics, anti-racism, and diversity</td>
<td>Ch. 1-2</td>
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<tr>
<td>5</td>
<td>Phases of social work</td>
<td>Ch. 3</td>
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<tr>
<td>Session/Date</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>6</td>
<td>Child protection and the investigative process</td>
<td>Ch. 4 and quiz</td>
</tr>
<tr>
<td>7</td>
<td>Child protection and the investigative process (cont.)</td>
<td></td>
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<tr>
<td>8</td>
<td>Child welfare policies: Title IV-E, Adoption and Safe Families Act, Indian Child Welfare Act, Families First, developmental disabilities, mental health</td>
<td>Interview/observation #1</td>
</tr>
<tr>
<td>9</td>
<td>Fall break; no class</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Child welfare policies (cont.)</td>
<td></td>
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<tr>
<td>11</td>
<td>Role of other professionals: judicial, medical, criminal justice, education</td>
<td>Paper</td>
</tr>
<tr>
<td>12</td>
<td>Assessment of child and family, including child and brain development, attachment</td>
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<tr>
<td>13</td>
<td>Family support</td>
<td>Ch. 5</td>
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<tr>
<td>14</td>
<td>Foster and residential care</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>15</td>
<td>Foster and residential care (cont.)</td>
<td></td>
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<tr>
<td>16</td>
<td>Adoption</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>17</td>
<td>Presentations and course wrap-up</td>
<td>Project and presentation</td>
</tr>
</tbody>
</table>

Assessments (Activities, Assignments, and Exams)

Quiz (1)  
100 points (total)

There will be 1 quiz throughout this course which will cover…

A make-up quiz will only be given at my discretion. It is the student’s responsibility to contact me before the quiz is given or, in case of an emergency, as soon as possible to arrange a make-up quiz. Make-up quizzes must be completed within one (1) week of the original test date. Missing a quiz without an excused absence will result in a grade of zero (0) points.

Interview/Observation (1)  
200 points (total)

The interview/observation assignment is…

Paper (1)  
300 points (total)

You will be required to write one paper during the semester. The purpose of this assignment is to…

Project (1)  
300 points (total)

You will be required to one project during the semester. The purpose of this assignment is to…

Presentation (1)  
50 points (total)

You will be required to give one presentation during the semester. The purpose of this assignment is to…
Attendance and Class Participation  
50 points (total)  
Attendance and participation are mandatory and factored into your final grade. There are 15 class meetings during the semester, excluding finals week. Points are awarded based upon attendance (1 point per meeting) and participation/interaction (4 points per meeting). Advanced notification of a necessary absence in the event of an emergency is expected. As there is no way to duplicate class activities and discussion, it is essential you attend every class.

Grading Procedures

Final Grades will be determined based upon the following:
- Quiz (100 points x 1) 100 pts
- Interview/observation (200 points x 1) 200 pts
- Paper (300 points x 1) 300 pts
- Project (300 points x 1) 300 pts
- Presentation (50 points x 1) 50 pts
- Attendance and Class Participation 50 pts
Total 1000 pts

Late Assignment Policy

Turning your work in on time requires good time management skills. These skills are especially important when working with clients whose well-being are dependent on you completing your job tasks. Therefore, turning in assignments on time is important as it helps you to develop skills of prioritizing what needs to be done. For this class, I will accept late work until the last day of class, but your assignment grade will be docked by 20%. Scores and feedback for all assessments can be accessed at any time using the Grades section of the Canvas.

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>98 - 100%</td>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>94 - 97.9%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>91 - 93.9%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>88 - 90.9%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84 - 87.9%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>81 - 83.9%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>78 - 80.9%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>74 - 77.9%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>71 - 73.9%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>68 - 70.9%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64 - 67.9%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>Percentage</td>
<td>Letter Grade</td>
<td>Quality Points</td>
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<tr>
<td>------------</td>
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</tr>
<tr>
<td>61 - 63.9%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>Below 60.9%</td>
<td>F</td>
<td>0.00</td>
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</tbody>
</table>

**Writing Guidelines**

Always make sure your writing is free of grammar, punctuation, or spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

**Plagiarism Statement**

In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source.

Never let it appear that ideas and information gleaned from other sources are your own. The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

*Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.*

**Academic Integrity Policy**

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs.

**Student Handbook**

GASSW students are invited to read the student handbook which includes information on helpful people and resources at the GASSW and UNO, professional behavior for social workers, competency-based education, academic standards, academic behaviors and grades, review of student performance, and reinstatement and reapplication procedures.
Netiquette

Netiquette is a set of rules for acceptable online behavior. The following bullet points cover some basics to communicating online in this course:

- Be respectful of others’ views and opinions when responding to the introductory blog during Session 1. Be sensitive to cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Don’t use all capital letters when composing your journal responses as this is considered “shouting”.
- Use academic tone when composing your responses in your journals unless instructed otherwise. This style of writing requires the use of correct grammar and spelling.
- Be careful when using acronyms in your assignments. If you use an acronym spell out its meaning first, then put the acronym in parentheses afterward.

Technology Requirements

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, there are computers accessible to you on the UNO campus. Consult the Web pages of Information Technology Services (https://www.unomaha.edu/information-technology-services/labs-and-classrooms/labs-and-kiosks.php) and the Criss Library (https://www.unomaha.edu/criss-library/library-services/computers-and-equipment.php) for more information on equipment availability.

Technical Support

Technical support for common university systems, including Canvas and email, is available from Information Services Technical Support located in 104 Eppley Administration Building. The help desk may also be contacted via email to unohelpdesk@unomaha.edu or via phone at 402-554-4357.

Accessibility Accommodations

It is my goal that this class be an accessible and welcoming experience for all students. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu).

Classroom Expectations

Students are expected to arrive on time to class meetings. I expect students to come to class well prepared, meaning readings and other assignments have been completed before class time. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.
Criss Library

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can give you guidance specifically for your area of study. Students are encouraged to explore customized resources featured on their Web site: https://www.unomaha.edu/criss-library/research-and-instruction/subject-librarians.php

Cell Phones, Mobile Devices, Laptops

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. If you should receive a phone call or text, please step outside to respond. DO NOT take pictures or video during class.

Emergency Preparedness

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available at https://www.unomaha.edu/emergency/index.php.

If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. I will notify students of procedures through Canvas course site announcements and email as appropriate.

Inclement Weather

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. If you cannot get to class because of adverse weather conditions, contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement to our course site in Canvas). If you cannot get to class because of weather conditions, I will make allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

Preferred Name and Preferred Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Writing Center

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their
hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit them at their main location in Arts and Sciences Hall, Room 150.

**Reporting Sexual Misconduct and Related Resources at UNO**

Title IX of the Education Amendments Act of 1972 states that “No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance.” The University of Nebraska at Omaha (UNO) seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of harassment, misconduct, or assault, we encourage you to report this. If you report sexual assault, sexual misconduct or sexual harassment to a UNO faculty or staff member, by law they must notify UNO’s Title IX Coordinator about the basic facts of the incident. Students wishing to have a confidential conversation with a designated campus representative may contact UNO Counseling Services (402-554-2409) or UNO Ombuds Services. For more information about campus resources at UNO, please go to the UNO Student Safety Website at: http://www.unomaha.edu/student-life/student-safety/index.php

**Speech Center**

The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help you with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process, whether you are just starting to develop topic ideas or nearly finished with preparing a presentation.

For more information about their services or to schedule an appointment, go to www.unomaha.edu/speechcenter or visit them in Arts and Sciences Hall, Room 185.

**Student Safety**

A variety of resources are available to support student safety and security. If you have experienced or are experiencing a difficult personal situation, consult the resources available from the Division of Student Affairs at http://www.unomaha.edu/student-life/student-safety/index.php.

**Council on Social Work Education (CSWE) Competencies**

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE’s 2015 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.

9. Evaluate practice with individuals, families, groups, organizations, and communities.
References


Classic References


Websites
