

Welfare Policy and Services Course Syllabus

COURSE INFORMATION

Number: SCWK 315
Credits: 3
Pre-requisite: POLS 100; Junior standing
Quarters offered: Winter

INSTRUCTOR INFORMATION

Instructor: Ann Gowen
Office: Pete Beaverhead Building, room 120
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Office hours: As posted

COURSE DESCRIPTION

Welfare Policy and Services provides an overview of public, private, and tribal social services; reviews the history of social welfare in the United States; and explores methods of influencing social policy. Special attention is given to the foster care system and the Indian Child Welfare Act. [Writing Course]

This course is designed to help the student understand the context and development of welfare policy and services in the United States; response to social need, including the historical roots of contemporary policies, programs, practices, and ideologies of social welfare, the emergence of the profession of social work, and the history of poverty, inequality, and discrimination. The student will acquire the ability to describe and analyze significant historical and contemporary social policies; critique the effectiveness of the policies; and discuss their specific impact on disadvantaged vulnerable and oppressed persons

COURSE OBJECTIVES

General Course Objectives

1. Discuss existing public welfare structures in the United States and the ideas that have shaped them.

Measured by: Weekly reaction E-Mail; classroom discussion; definitions

2. Identify and describe social concerns with social welfare structures and the problems that have or have not been successfully addressed, giving special attention to their impact on various family types.

Measured by: Video/Special reading paper; field trip interview; class preparation/participation; weekly reaction E-Mail; professional research articles; book review

3. Identify and describe the analytic issues involved in the development of contemporary social welfare policy, Civil Rights movement

Measured by: Field trip interview; attending classes with guest speakers; weekly reaction E-Mail; classroom discussion

Critical Thinking Objectives

4. Demonstrate an understanding of the role of social work and effects of social policy on historic and contemporary patterns of social welfare service provision.

Measured by: Readings from text; class preparation/participation; research articles; definitions.

5. Demonstrate an understanding of the values and ethics of social work that guide professional behavior in the conduct of public policy activities.

Measured by: Case scenario assignments; class participation/preparation; book review; PBS Video; Rabbit Proof Video; on-going class discussion; selected readings.

Cultural Objectives

6. Demonstrate a working knowledge of social policies that address contemporary public welfare issues and the way that these policies impact families' health and well-being.

Measured by: Policy Analysis paper

7. Identify conditions that promote or deter equal access to resources for minorities and women and discuss concerns related to race, gender, and sexual orientation

Measured by: Class attendance when ICWA and TANF experts present; professional research articles; watching the video "Rabbit Proof Fence"; book review; on-going class discussions; class readings.

8. Identify the tenets of the Indian Child Welfare Act and demonstrate an understanding of the historical foundation and contemporary applications;

Measured by viewing and discussing the video "Rabbit Proof Fence"; attending class involving TANF worker and ICWA presentation; review and discussion of materials specific to ICWA; weekly reaction E-Mails; definitions specific to ICWA; class preparations/participation involving discussions about ICWA and case scenarios involving Indian families.

9. Identify state, federal and tribal laws and policies that provide for and determine welfare policies and services;

Measured by: Final exam, reading and discussing handout specific to law and policy; development of a case plan for a "case scenario"; definitions assignment; professional research articles; class preparation/participation.

10. Identify the international activities in which social workers are involved, both in the United States and around the world in regards to facilitating international adoptions, providing disaster relief in times of crisis, developing, managing and staffing international service-delivery programs (ie Red Cross).

Measured by: International issues collage

11. Identify the International Federation of Social Work (IFSW) and the role it plays in the profession.

Measured by: Discussion of the research

12. Identify conditions that promote or deter equal access to resources for minorities and women and discuss impacts related to race, gender, sexual orientation and describe the international views that shape policies outside of North America.

Measured by: Policy Analysis paper

REQUIRED MATERIALS

Text: Zastrow, C. (2000) *Introduction to social work and social welfare* (7th ed.). Belmont, CA: Wadsworth Publishing Company

Select and read one of the following books by the fourth class. Instructor must approve choice. (Other books specifically related to Social Welfare will be considered with prior approval of the instructor. Extra credit)

Culleton, Beatrice. (1992). *April Raintree*. Winnipeg, MB, Canada: Peguis Publishers.

Pelzer, Dave. (1995). *A Child Called "It": One Child's Courage to Survive*. Deerfield Beach, FL: Health Communications Inc.

Steinbeck, John. (October, 1992). *Grapes of Wrath*. Penguin Classics.

All books are available at SKC Library or Amazon.com.

Access to the Internet. Handouts provided by the instructor.

COURSE REQUIREMENTS

1. Class Participation/Attendance. Each class will involve presentation of information, discussion of readings, and opportunities to practice or demonstrate some of what you have learned. You are graded on your involvement in the learning process, not on what you share. Grades will be based on attendance, interactions during class time, participation, willingness to learn, and attitude. 50 points possible.
2. Weekly Reaction E-Mail. Maintain an E-Mail journal that contains one entry each week related to reaction to class experiences, learning opportunities, or written materials. It may involve the impact of your learning in relation to your personal life, values, beliefs, feelings, or interactions with clients. Send the E-mails to me at margaret_gowen@skc.edu. 50 points possible.
3. Definitions. You will be given a list of terms to briefly define and/or explain through example. The list will be added to periodically until it includes 100 items. You will turn your list in every two weeks until the last week of school and have the points earned added to your total. You will be able to correct any definitions that have been reviewed up until the final due date. You may do your list on E-Mail if you prefer. The definitions will come from text and lecture, although you may use additional sources if you would like. 100 points possible.
4. Policy Analysis Assignment. In three to five pages, describe a major social problem or condition that is addressed by current social policy, discuss the causes and forms of social and economic injustice related to this problem, and identify ways to improve the current policy. 100 points possible. See the assignment attachment for details.
5. International issues collage. Research topic areas related to international issues and Social Work. In class, small groups will develop a collage illustrating these issues and present how social workers perform duties to improve people's quality of life and address social injustices while engaging in social policy reform and direct providing direct services.
6. Final Examination. 100 points possible.

General directions for assignments will be discussed at the beginning of the quarter. Detailed directions will be given during class periods.

Extra Credit

Book Review. You will read and review a book. Choose one of the books listed under Course Materials or one specifically related to social welfare, with prior approval of the instructor. Directions and due date for the paper will be presented by the fourth class. You may begin reading the book at any time. 100 points possible.

GRADING

Class participation/attendance	50 points possible
Weekly Reaction E-Mails	50 points possible
Definitions, take home assignment	100 points possible

Written Policy Analysis	100 points possible
Final Examination	100 points possible

Total of 400 points possible.

Late work will automatically decrease by an entire grade each day it is late.

400-300 points = A
299-200 points = B
199-100 points = C
99-50 points = D
Under 50 points = F

An Incomplete grade (“I”) for this course is NOT an option, except in cases of extreme emergency or the death of a family member. In either situation, instructor approval is required. The instructor must be notified within 48 hours.

WEEKLY OUTLINE

- Week 1** Introductions Syllabus and Instructor Expectations Definition List and Other Handouts Class Expectations Discussion of the Civil Rights Movement In Class Group Work and Discussion: **“Rosa Parks”** Film Rights/Responsibilities of Individual, Families and Government: Where do you stand? Social Work as a Profession Generalist Social Work **Assignments:** Choose topic for research articles. Begin Definitions. Begin E-Mail Reaction papers. Identify the problems presented in the “What It’s All About” reading from the text. Prepare to discuss in class.
- Week 2** Social Welfare Past, Present and Future: Lecture TANF- What works, what doesn’t Rights and Responsibilities of Parents, Children and Government Begin watching **“Rabbit Proof Fence”** Finish first terms assignment in class Rights/Responsibilities of Individual, Families and Government: Where do you stand? Social Work as a Profession Generalist Social Work **Assignments:** Continue the research on the policy or issue you would like to research. Send in E-Mail reactions. Work on your word list.
- Week 3** Discuss ICWA and **“Rabbit Proof Fence”** Review tasks of a social worker, roles of a generalist social worker, conflict between helping professions and bureaucratic systems.
Begin Discussion: Indian Child Protection and Family Violence Prevention, U.S. Code Title 25 Assignment: Think about your own definition of abuse/neglect. Review legal definitions and come prepared to discuss the issues from a personal, legal and ethical perspective.
- Week 4** Guest Speaker: Susan Stevens Brenda Brave Rock, Tribal Social Services Review speaker presentation: Q and A about ICWA. Video: **“I Am Your Child” and**

“Identification of Physical Abuse” Discussion about personal perspective of abuse and neglect What factors contribute to abuse and neglect? Lecture: Defining Abuse and Neglect: Law, Policy and Practice **Review the following:** “Adoptions and Safe Families Act”.

Assignments: Case examples will be provided to review and prepare for the upcoming class.

Identify issues of abuse/neglect for discussion in the next class. Identify legal sightings relevant to the abuse/neglect.

Identify any ethical dilemmas or dichotomies that you might face.

Review Chapter 6: Family Problems and Services to Families.

Week 5 Finish lecture on abuse and neglect, law and policy Discuss the abuse issues specific to the case examples, sighting relevant law and policy. Review Adoptions and Safe Family Act: What is permanency and why is it important to the life of a child. **Begin discussion on Federal Indian Policy**

Assignment: Continue work on Definitions.

Week 6 Discussion about the impact of poverty on individuals/families and society. Discussion about the impact of poverty on abuse and neglect. Continue discussion involving case examples. Review cases in terms of issues of poverty. **Begin the Video: “Failure to Protect”** Discuss current events, locally, that impact on the Welfare of Children and Families **Readings:** Text and handouts will be used as reference and those parts of the reading material for the next week’s class will be noted. **Assignments:** Continue e-mail and terms. Come prepared with examples of the impact of Federal Policy in Indian Country.

Week 7 Discussion and questions about previous week’s presentation Lecture: The Legal Aspects of Abuse and Neglect: Domestic Violence, Elder Abuse, Child Abuse, Sexual Violence, Exploitation Legal Actions in Abuse and Neglect Cases Documentation Treatment Planning Mandated Time Lines Testifying in Court Finish Videos on **“Failure to Protect”** and **“The Caseworker Files”** **Readings:** Text and handouts will be used as reference and those parts of the reading material for the next week’s class will be noted. **Assignments:** Continue E-Mail and Terms

Week 8 Discussion on researching international issues with a focus on improving people’s quality of life and addressing injustices.
Assignment: Research topic areas related to international issues and Social Work. In class, small groups will develop a collage illustrating these issues and present how social workers perform duties to improve people’s quality of life and address social injustices while engaging in social policy reform and direct providing direct services.

Week 9 Discuss the International Federation of Social Work.

Special Topics: Gay Marriage Blended Families Circle of Personal Power: Where do we fit? Schools, Group Homes and Mentally Ill Children Current Events: Death of Children on the Reservation Hand in final assignments.

REFERENCES

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- Berg. (1994). *Family Based Services: A Solution-Focused Approach*. New York: W. W. Norton & Company, Inc.
- Children of Neglect: Healing Adult Children*. Magna Systems, 96 West County Line Road, 95 West County Line Road, Barrington, IL. 60010 (Video Tape).
- Corey & Corey (1982). *Groups: Process and Practice*. Monterey, California: Brooks/Cole Publishing Company.
- Crosson-Tower (1999). *Understanding Child Abuse and Neglect*. Boston: Allyn and Bacon.
- Culleton, Beatrice. (1992). *April Raintree*. Winnipeg, MB, Canada.
- Department of Child and Family Services (State of Montana). *The Visual Diagnosis of Child Physical Abuse*. Training Tape.
- Downs, Moore, McFadden & Costin (2000). *Child Welfare and Family Services: Policies and Practice*. Boston: Allyn and Bacon.
- Erickson, Eric. (1993). *Childhood and Society*. New York: W. W. Norton & Company.
- Fahlberg, Vera. (1992). *A Child's Journey Through Placement*. Indianapolis, IN: Perspective Press.
- Fitzgerald, Jim. (1996). *Depending on You: Session 1*. Montana Council For Families. (Video Tape)
- Fitzgerald, Jim. (1996). *Depending on You: Session 2*. Montana Council For Families. (Video Tape)
- Frontline: Failure to Protect: Child Welfare System FAQ*. (2003)
www.pbs.org/wgbh/pages/frontline/shows/fostercare/inside/welfarefaq/html
- Frontline: Failure to Protect: Foster Care Statistics*. (2003).
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Frontline: Failure to Protect: Overview: The Adoption and Safe Families Act of 1997 (2003).
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Microsoft® Encarta® Reference Library 2003. © 1993-2002 Microsoft Corporation. All rights reserved. 1938: Public Social Service What It Includes.

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Montana Department of Public Health and Human Services: Child and Family Services Division. (2001) *Montana Code Annotated, Selected Statutes: Title 2, 33, 40, 41, 42, 45, 50, 52*.

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Reiner Foundation. (1999). *Discipline: Teaching Limits With Love*. Santa Monica, CA. www.iamyourchild.org. (Video Tape).

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Rymer. (1993). *Genie: A Scientific Tragedy*. New York: Harper Collins Publishers Inc.

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Zastrow, C. (2004) *Introduction to Social Work and Social Welfare: Empowering People*, (8th ed). Belmont, CA: Brooks/Cole-Thomson Learning.

SKC Syllabus Supplement

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Reasonable Accommodations

Reasonable accommodations are provided to students with diagnosed or suspected disabilities through the ACCESS Office located in the Social Work Department in the Beaverhead Building. For additional information, contact John Domitrovich, the SKC ACCESS Officer, Beaverhead Building Room 131; 406-275-4889; john_domitrovich@skc.edu.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour. For example, if this is a 5-credit course, you are expected to spend 5 hours in class and a minimum of 10 hours outside of class, a total of at least 15 hours each week to earn a C.

Attendance

Good attendance and active participation will help you to achieve success in your academic career. Poor attendance will result in missed information, missed assignments and tests, and possible failure of the course.

Policy Analysis Assignment

In three to five pages, describe a major social problem or condition that is addressed by current social policy, discuss the causes and forms of social and economic injustice related to this problem, and identify ways to improve the current policy.

Include in your analysis the following:

- Describe the key events in historical development and original intent of this policy.
- Who proposed the policy?
- Is this a federal, state, tribal policy?
- Discuss the cause and forms of social and economic injustice that this policy attempts to address.
- Discuss the pros and cons of the proposed or approved policy.
- Describe how does the policy attempt to address the causes and consequences of the social problem(s) discussed above. Include its implied social values and its assumptions about the etiology of this social problem(s).
- Describe the major provisions this policy offers, and the programs designed to implement it.
- Assess the adequacy of the social policy in addressing the social problem(s).
- Describe how the policy could be improved to promote greater social and economic justice for individuals and groups impacted by the policy.

Student will present an overview of the policy analysis to the class. Suggested social policies related to the following areas:

1. Foster Care
2. Adoption
3. State/Federal Law related to Child Welfare
4. Welfare Reform
5. Investigation of Abuse and Neglect
6. Indian Child Welfare Act
7. Family Violence
8. Rural Social Work
9. The impact of poverty on children and families
10. Drug and alcohol abuse
11. Urban Social Work
12. Funding for Services to children, families and individuals
13. Adoption and Safe Family Act
14. Mental Health and Social Welfare
15. Social Welfare in the School Setting
16. International issue related to social welfare policy and service delivery