I. COURSE RATIONALE

A. How the course relates to the School’s mission.
Social work practices are, in part, shaped by their context. All practitioners must be willing and able to adapt to basic purposes, knowledge, values and skills for application in specific contexts. In keeping with the mission of the University of Kansas School of Social Welfare to educate students, conduct scholarly inquiry and perform community service, this course promotes an approach to social work practice that advances the empowerment and well-being of children and families.

Consistent with the mission of our school, students who successfully complete this course will be able to demonstrate an integration of policy, research, and practice for clinical social work practice in child and family settings. This knowledge base prepares students for advanced level practice by integrating foundation level knowledge of policy, research, HBSE and practice with substantive knowledge from their chosen field of practice. The expected result is for students to know how to actively and appropriately perform professional social work roles in child and family settings. Students enter a field of practice course that is complimentary to their advanced field practicum.

B. How this course links with other courses in the curriculum.
Social Work in Child and Family Settings builds on generalist practice, human behavior in the social environment, policy and research courses mastered in the foundation year of the program. At the advanced level, the course provides students with the opportunity to integrate and apply knowledge gained from other clinical concentration courses and their complimentary advanced level practicum.

Students will continue their examination of client problems within the context of the person and environment with specific attention to practice in child and family settings. Emphasis on micro, mezzo and macro systems introduced in generalist practice will enhance integration of assessment, goal setting and intervention tasks in child and family settings. Students will strengthen engagement, assessment, planning, intervention and evaluation as they apply to work with children and families and the systems that impact them. Support from individual and community human behavior courses will provide a knowledge base for examining normal developmental stages of children and families with emphasis on strengths and challenges experienced within the family, school and community. Policy content will be infused throughout the course as we examine specific laws and programs that affect services to children and families at school, child welfare,
and mental health settings. Finally, knowledge of research will be strengthened as students critique and apply empirically based intervention strategies to their work.

C. How this course prepares participants to be advanced level practitioners.
This course prepares students for advanced level practice by integrating knowledge from policy, practice, research, and HBSE in their chosen field of practice, child and family settings. Substantive knowledge includes 1) implications of the biological, psychological, and social processes of children for practice 2) results of recent research which impacts practice in child and family settings 3) federal/state/local policies and programs and 4) issues in practice with diverse groups of children and families.

D. In general terms, what this course covers.
The major focus of this class is on social work in the settings of child welfare and children’s mental health. Social work in schools is a separate course designed for students planning to work in that specific setting; still, some content on school social work, especially related to special education, will be covered in this course, for the benefit of students in child welfare and mental health settings. Regardless of particular setting, all students need to be knowledgeable about other settings, because the needs of children and their families cross systems and settings.

In child welfare, the course covers the history of societal responses to child abuse and neglect, recent federal legislation, recent research about child welfare programs and practices, and the implications of all these for culturally competent practice.

In children’s mental health, the course covers the history of deinstitutionalization of children’s services, common children’s mental health diagnoses, commonly prescribed medications and the controversy of overmedication in children, recent federal legislation regarding the system of care, innovative and research based community based programs, and the implications of all of these for culturally competent direct practice.

In education, the course covers the basics of special education laws and policies, how these are implemented at the local level, and the role of school social workers with children with disabilities.

The course emphasizes an ecological and strengths perspective. Several issues that apply across all systems are also addressed. These include the tensions between a child focus and a family focus, pros and cons of various ways of organizing and financing services, the philosophy of least restrictive alternative, culturally competent practice, and the importance of fairly and accurately measuring outcomes.

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.
II. EDUCATIONAL OUTCOMES
By the end of the semester, students will be able to:

1. Apply critical thinking skills and a critical perspective to child and family settings. (Reflects Clinical Concentration Objectives 4, 5, 6)
2. Demonstrate the capacity to integrate research, policy, and direct practice information in considering issues central to child and family settings. (Reflects Clinical Concentration Objectives 1, 4)
3. Identify, discuss, and analyze how research, ethics, and social work values inform and define the best practices in child and family settings. (Reflects Clinical Concentration Objectives 2, 3, 4, 5, 6, 7)
4. Analyze public policies, laws, and programs and the human values and social norms that shape them to determine their influence on goal setting, relationship development, and empowerment of clients at the direct service level. (Reflects Clinical Concentration Objectives 2, 3, 4, 5)
5. Explain how diversity issues manifest themselves in child and family settings and how policy impacts people of diverse backgrounds. (Reflects Clinical Concentration Objectives 2, 3, 4, 5)
6. Identify and discuss how the major themes of the school—diversity, social justice, the strengths perspective, and a critical perspective—apply to child and family settings. (Reflects Clinical Concentration Objectives 4, 6)
7. Compare and contrast the most common approaches for assessment and diagnosis in child and family settings, including the DSM-IV. (Reflects Clinical Concentration Objectives 1, 4, 5)

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

III. CURRICULUM THEMES
The overarching themes of the school are encompassed in a practice centered curriculum that promotes a critical perspective, focuses on people’s strengths, celebrates human diversity and promotes social justice. This course is practice oriented because knowledge is applied to a specific area of practice: child and family settings.

- Consistent with a critical perspective, students in this course will be expected to raise questions, reflect upon and systematically evaluate and apply the divergent theories and knowledge upon which social work practice is based in child and family settings.
- The strengths perspective is a humanistic, empowerment approach to social work practice in schools that operates on the assumption that all persons have untapped mental, physical, and emotional resources. Students are encouraged to extend their understanding of assessment, goal setting, design and selection of
interventions, and evaluation practices in child and family settings and to view themselves as collaborators in working with clients to achieve their chosen goals.

- The commitment to principles of appreciating **diversity** while securing **social justice** entails helping students develop an appreciation for difference and an awareness of how oppression limits human and community development. Focus will include fostering economic and social justice that enables diverse groups of children and families to have the resources that enable them to pursue their chosen goals.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus**

**IV. THE LIBERAL ARTS PERSPECTIVE**

The study of social work within the school environment necessarily requires that students draw on the following:

1. Their knowledge of biological, social and behavioral sciences which provides the framework to understand the physical, intellectual, social and emotional development of children and adolescents. Further, the study of persons from cultures different than one’s own will emphasize variations in values.
2. Their knowledge of economics, history and political science to understand the development of policies, programs and services to children and families in our society.
3. Their knowledge of ethics and philosophy which forms the foundation for an examination of their own values and enhances their understanding of social work values and the code of ethics, especially as these apply to work with children and families.
4. Throughout this course emphasis is placed on students’ capacity to think and write clearly as well as to present oral arguments to support their positions. The course calls for students to be able to collect, analyze and synthesize knowledge from the social sciences and from the humanities in order to formulate appropriate responses to the complex problems found in practice with children and families.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**V. PROFESSIONAL PURPOSES AND VALUES**

As noted in the material on course content, specific attention is placed on the student’s ability to use both knowledge and values set appropriate to social work. This course will reinforce the ecological perspective toward practice with this client population. Therefore, students will be expected to focus on the key transactions between the family and its surrounding social systems as well as intrafamily interactions. Students will also learn the connections between broad policy and individual well-being, and appreciate the importance of social work activity at the micro, macro, and mezzo levels.
This course builds on the basic purpose of social work, enhancing individual coping capacities and ameliorating the environment, by translating the profession’s general statement into specific applications in the area of children and family work. This is accomplished by examining common problems associated with practice that are specific to our work (i.e. how does one translate “in the best interest of the child” into work with children who are in conflict with their families?).

Finally, the course will consider the tensions and issues that arise in operationalizing core social work values such as self determination and confidentiality to children themselves and to the needs for interagency cooperation and communication, and balancing these values with other values such as safety and well being.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS**

Since social work aimed at children and families tends to have an overrepresentation of clients who are poor and/or persons of color, special attention will be paid to helping students understand the strengths and developmental uniqueness of these families, as well as the ways in which policies and practices may not meet their needs. For example, the role of poverty in child abuse and neglect, transracial adoption, cross racial placements of children in foster care, lack of use of traditional mental health services by minority families and children, and the impact of single parenthood on family life represent a few of the issues that will be addressed.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**VII. TOPICS**

**Required**

- History of services to children and families, including values foundation
- Child poverty and economic justice as these pertain to practice and policy with children and families.
- Strengths perspective with children and families
- Adultcentrism in professional interactions with children
- Family-centered versus child centered practice
- Ecological perspective/applications with children and families
- Least restrictive alternative/continuum of care across service systems
- Issues in measuring outcomes at program and systems level
- The pros and cons of managed care and other financing mechanisms
- Cultural competence continuum
- Child welfare practices and policies relative to permanency planning, protection of children, and preservation of families in child welfare.
- Research based interventions in child welfare practice
- Interracial adoptions and disproportionate representation of children of color in foster care.
- Correlates of adoption disruption

2008 Revision
System of care issues and research based innovations in children’s mental health
Common DSM IV diagnoses for children
Common medications for major diagnoses and the controversy of overdiagnosis.
State and national initiatives in children’s mental health
Individuals with Disabilities Education Act (IDEA)
Ethical dilemmas regarding confidentiality and self determination.

**Recommended**
- Models of interagency collaboration
- Risk assessment tools and issues
- Useful assessment tools in children’s mental health
- Prevention of child abuse and neglect
- Public-private partnerships
- Role of foundations in systems of care
- Parenting practices across races and cultures

**Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered**

**VIII. RECOMMENDED READINGS**

**Recommended Texts:**

**Individual instructors must either select one of the texts listed or obtain approval from the faculty mentor for an alternative text**

**Recommended Readings:**


2008 Revision


For individual syllabus, remove the word “RECOMMENDED.” In addition individual syllabi need to specify which readings are required and which are recommended. The entire list of “additional resources” does not need to be included in individual syllabi.
IX. RECOMMENDED ASSIGNMENTS

Various types of assignments may be a part of this course. The specific requirements of each of these is found in course syllabi and/or are on file in a central location. These include:

1. **Case/Program Analyses** (either oral or written) in which students describe and analyze specific case practice and/or programs. [Course Outcomes 1, 2, 3, 4, 5, 6]

2. **Research Capsules** that summarize and critique research on a specific topic. [Course Outcome 3].

3. **Model Program Capsules** that critically compare programs for a specific problem or target population. [Course Outcomes 1, 3, 5]

4. **Connection Papers** that focus on direct application of conceptual material to specific thinking and actions (assessments and interventions) of students in their direct practice work. [Course Outcomes 3, 5, 7]

5. **Mid-Term and Final Exams**. Objective tests and/or essays. [Potentially all course outcomes]

6. **Independent Projects** that allow the student to creatively construct unique learning experiences. [Potentially any of the course outcomes]

7. **Risk Assessment Exercises that apply research-based risk factors to specific client situations**. [Course Outcomes 3, 7]

8. **Papers/Debates** on Controversial Issues. [Course Outcomes 1, 2, 3, 4, 5, 6]

X. GRADING

A. What Grades Mean (plus and minuses are assigned at instructors’ discretion)

A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.

B = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.
Incomplete grades. A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

Individual instructors’ syllabi should specify the following:

A. The weighting of each assignment in the course and the dates by which they are done.

B. For every assignment, explain the standards used for grading.

C. If class participation is part of the grade indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.

D. Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ___ for each day, week, etc.

E. Indicate how final grades will be determined

ATTENDANCE POLICY

Students are expected to attend class (and be on time), which is essential for learning skills, learning from lecture and class discussion and for socialization to the profession of social work. Students may miss two classes only without penalty. A third absence will result in deduction of a full letter grade in the class. Additional absences will result in the student being asked to withdraw from the course or be assigned a failing grade.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XI. SPECIAL CONSIDERATIONS

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and to facilitate the educational opportunity.

Please notify the instructor if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements

Individual instructors’ syllabi should be exactly the same as in the master syllabus
XII. RECORDING AND SHARING RECORDINGS OF LECTURES
Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIII. HIPAA REGULATIONS
The Health Insurance Portability and Accountability Act (HIPAA) requires that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

- Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.
- If writing in great detail about a client, ask permission from the client.
- Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XV. INSTRUCTOR AVAILABILITY
Individual course syllabi should provide students with information on how to see and/or reach instructor.

XV. INCLEMENT WEATHER POLICY
In the event of inclement weather students should call
Lawrence: the University (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, (800) 766-3777
Edwards Campus: (913) 897-8499
KCKCC Campus: (913) 334-1100
to determine if classes have been cancelled. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.