

Indiana University
School of Social Work

Fall, 1993
S633

Dr. Gail Polaron

Social Work Practice III: Family and Child Welfare

Course Rationale

This advanced practice course builds upon the foundation courses and, together with the concurrent course work, prepares the student for the Interpersonal Concentration practicum in the Spring semester. This course assists students in developing special competence for practice within the family and child welfare service delivery system. Therefore, Social Work Practice III: Family and Child Welfare focuses the students' attention on two broad areas: advanced social work practice and social work practice within the family and child welfare service delivery system. Subsequently, both the process and the context of practice are consistently attended to.

For the purpose of this course, the family and child welfare service delivery system is defined to include those agencies and settings which promote the well-fare or well-being of children and therefore inevitably the well-being and social functioning of families. Within these boundaries fall both public and private child welfare agencies, family service agencies, schools, juvenile justice settings, and many other settings which have articulated a particular service mission related to children and families, such as shelters for runaway youth, the homeless, and battered persons, domestic relations bureaus, and agencies which provide services for the elderly. Study of the range of practice activities which support and supplement the family and repair family breakdown is clearly beyond the scope of one course. Therefore, two areas central to practice in this area will provide the lens through which to examine practice with families and children: 1.) child neglect and abuse and, 2.) family transition related the removal or placement of children in families.

The study of the broad practice issues of client engagement, assessment, planning, intervention, and evaluation of outcome within this service delivery system is influenced by the frequently non-voluntary nature of the client population and by the inevitably related issues of use of authority and power. This course therefore encourages careful examination of the student practitioners' own values and attitudes concerning definitions of "family," child-rearing practices, parental and children's rights, self-determination, social control, and empowerment of oppressed groups. A keen awareness of the potential impact of practitioners' own values upon professional decision-making and behavior, and consequently upon the course of the lives of families and children, is imperative.

Course Objectives

General

This course is structured to substantially enhance students' capacity for skillful use of self in direct practice with clients. Social work practice competence is based upon skills of interpersonal communication, accurate problem definition, ethical decision-making, and skillful problem resolution. Such activity requires integration of learning from diverse sources and a clear notion of values and purpose.

In the family and child welfare service delivery system, competent practice also demands knowledge of child and family development, family systems, the effect of separation and loss and other traumas upon well-being, social and legal mandates concerning practice goals and activities, services available to support and supplement family functioning, and the roles useful in assisting families and children. In addition, this course aims to prepare students for effective collaboration in the interdisciplinary process characterizing social work practice in family and child welfare settings.

Specific

Through completion of this course students are expected:

1. To develop understanding of the special role and function of social work in the family and child welfare service delivery system;

2. To develop understanding of the themes and areas of professional knowledge that form the context of, and characterize, social work practice in the family and child welfare service delivery system;

3. To develop understanding of, and an ability to practice within, the organizational structures and processes that characterize the family and child welfare service delivery system congruent with social work values;

4. To develop understanding of, and skills in, consultation and other types of participation as a member of an interdisciplinary team in the family and child welfare service delivery system;

5. To develop capacity to engage in the problem-solving process to implement social work purposes, including prevention, in the family and child welfare service delivery system, incorporating the ability to accurately assess client problems, enlist client participation and facilitate/implement the intervention process;

6. To develop capacity to select and apply differentially principles and strategies from various theoretical models within the family and child welfare service delivery system consistent with social work ethics;

7. To develop capacity to intervene on multiple system levels to achieve desired change, including the mobilization of family and child welfare service delivery organizations as change agents;

8. To develop capacity to intervene directly with, and on behalf of, minorities of color, women, and other oppressed groups through engaging in organizational change, policy formulation, client advocacy as well as direct practice in the family and child

welfare service delivery system;

9. To develop capacity to integrate research skills in research and practice in the family and child welfare service delivery system, including the ability to utilize appropriate research as a consumer, identify researchable topics, and to participate in actual research projects;

10. To develop understanding of: 1) the importance of practitioner's on-going examination of their own values, attitudes, and personal experiences; and of the potential impact of these upon professional decision-making and behaviors; and 2) the professional responsibility to confront personal value and attitudinal stances which conflict with the values and ethics of the profession.

Course Texts:

Maluccio, Fein, & Olmstead (1986). Permanency Planning for Children, Concepts and Methods. New York: Tavistock.

Reader available at Laser Graphics - 824 N. Meridian Street.

Assignments and Evaluation

Course content will be examined through assigned readings, written assignments, class lectures, discussions, simulations, and role plays. Specific information concerning sequence of study is presented below. An outline of specific criteria for the written assignments will be distributed in a separate handout.

Student accomplishment of course objectives is the mutual responsibility of students and the course instructor. Class sessions will provide for the mutual exchange of ideas and experiences, the discussion of assigned readings and written assignments, and experiential activities designed to facilitate skill development, self-awareness and integration of learning. Therefore, class attendance and active participation in class activities are considered necessary for the satisfactory completion of the course objectives.

Ten written assignments and one interview will be required to facilitate mastery of course content and provide a means for evaluation of student accomplishment of course objectives. The written assignments include 9 mini papers and one annotated bibliography.

Please Note. It is expected that the written assignments completed for this course will be of graduate level quality both in style (i.e., typewritten, double-spaced, and prepared according to the APA editorial style) and in presentation of content. Assignments should be carefully edited for grammar, spelling, and typographical errors and should be submitted on or before the date indicated. Late submission without prior approval of the instructor results in grade penalty.

Please Note Further. The 9 mini papers are designed to provoke examination and synthesis of ideas generated by others as well as

to provoke creative thinking on your part. Any ideas or statements in your written assignments not your own should be carefully cited and sources cited listed in the bibliography. Evidence of plagiarism - either through ignorance or intent -- will result in a failing grade for the course.

Summary of Assignments and Grading

| | |
|--------------------------|----------|
| 9 mini papers | 10% each |
| 1 annotated bibliography | 5% |
| Participation | 5% |

The following general criteria will be used in grading:

| | | | | |
|-----|----|----------------|----|--------|
| A | -- | Superior | -- | 94-100 |
| A- | -- | Excellent | -- | 91-93 |
| B+ | -- | Very Good | -- | 87-90 |
| B | -- | Good | -- | 84-86 |
| B- | -- | Satisfactory | -- | 81-83 |
| C+ | -- | Fair | -- | 77-80 |
| C | -- | Poor | -- | 74-76 |
| *C- | -- | Unsatisfactory | -- | 71-73 |

A grade of "Incomplete" will be granted by the instructor only when a student provides a satisfactory reason for the request (for example, illness or other unexpected serious circumstances), preferably well in advance of the end of the course. Consistent with University policy an Incomplete may be given when the student has satisfactorily completed at least three-quarters of the course requirements.

Student Evaluation of Course and Its Instruction

Student feedback concerning the course and its instruction will be requested by the instructor throughout the semester. In addition, a formal evaluation of the course and its instruction will be completed at the semester's end (December 14) consistent with the policy of the School of Social Work.

Instructor Availability

My office is in room ES 4122, on the 4th floor of the Education/Social Work Building. I will be available for drop in appointments Tuesday during lunch and early afternoon. If this time is inconvenient or you wish to have a private conversation or an extended discussion feel free to schedule an appointment. My phone numbers are 274-6792 (office) and 291-8671 (home). You can also reach me by E-Mail at Gfolaron@Indyvax.

Please leave a message if I am not available when you call.

*According to Indiana University School of Social Work policy, a grade of C- or lower in any MSW course results in discontinuation from the program.

Course Outline: Sequence of Course Topics and Assigned Readings

Class 1: Monday 8/30 & Tuesday 8/31/93

Overview of course, including review of course objectives, outline and assignments. Definition of the Family and Child Welfare Service Delivery System. Review of theoretical models and their relevance to practice in this service delivery system. Introduction to the Franklin family.

Recommended Readings:

Maluccio, et al., "What is Permanency Planning?" pp. 3-17 and Ziefert & McFadden, "Adolescent Abuse & Neglect: Identifying Red Flags and Interviewing the Adolescent" (on reserve).

Paper 1: How does it feel to be a part of the child welfare system? After interviewing a client or practitioner in the child welfare system write a two page paper describing the interviewees perspective of the child welfare system. Topics covered in the interview may include an overview of the interviewee's personal perspectives of the system, how well the interviewee thinks that the child welfare system meets the needs of children, how the system responds to their individual needs, etc. This paper may be written in the first person. Due 10/11

Class 2: Monday 9/13 & Tuesday 9/7

Child abuse and neglect: An overview of indicators. Risk assessment models and procedures. Permanency planning perspective. Introduction to parent/child attachment theory. Review of family systems concepts, of the development of attachments within the family, and of the effect of separation and loss on family members. Exploration of own values concerning family preservation and protection of vulnerable family members.

Required reading:

Maluccio, et al., "Theoretical & Practice Frameworks," pp. 3-77.

"Process of Development of Primary Attachment," "The Child's Sense of Time," "Practice Principles form attachment Framework," Child Risk Assessment," "Placement considerations: Family Structure & Composition," Typology of Maltreatment: Placement Considerations," "What the Bible Says about Punishment" pp. 18-28 in reader

Paper 2: What would you consider when choosing a placement? Write a 2 page paper on what you would consider when choosing a placement for a child that was abused or neglected. This paper should be well researched with the debates in the literature discussed and cited. A bibliography must be attached as an addendum to your two page discussion. Due next class.

Class 3: Monday 9/20 and Tuesday 9/14/93

Contracting with clients. An overview of mandatory case planning procedures with commentary on the intent behind the forms.

Contracting with client and referring agencies. Mandating client compliance through court intervention.

Required reading: Maluccio, et al., "Providing Supportive Services" pp. 170-186 and "Keeping Records," 243-282.

Paper 3: What placement/services would best meet the needs of the Franklin children? Write a 2 page position statement on how you would intervene, including where you would place the children, what services you would require/recommend, who would be required to participate in the services, and how you would network with the larger environment. Given your decision, how will you ensure that the children will be safe? This paper should be written from the perspective of the person you volunteered to portray throughout the semester. Include a discussion of the criteria you considered when making your decision with references from the literature to support your position. You may also include quotes from the person you interviewed to illustrate the impact of your decision. This paper should build on paper one and take a more personal look at the impact of placement and service interventions. Due next week.

Class 4: Monday 9/27 & Tuesday 9/21/93

Preventative homebased services: Overview of theories and models of preventative homebased services. Guidelines for working with parents and families.

Required reading:

Maluccio, et al., "Practice with Parents," pp. 93-141

Class 5: Monday 10/4 and Tuesday 9/28/93

School social work: Models, theories and practices. Similarities between private and public schools and the social work role.

Required reading:

Maluccio, et al., "Collaborative & Administrative Aspects," 207-224
Other reading to be announced

Paper 4: How will you work with school personnel to decrease Tony's academic/social/behavioral problems? Write a two page paper on how you would work with the school including who you would contact, what interventions you will suggest and how you would network with the school to Tony to best meet his needs. This paper should be written from the perspective of the person you agreed to portray throughout the semester. (If you chose to play the child with the school problem, sibling or parent you will write your feelings about the school, what kind of intervention you would like, if any, and how you would related to the intervention). Due next week.

Class 6: Monday 10/11 and Tuesday 10/5/93

Child sexual abuse: The CPS sex abuse investigation. Use of anatomically correct dolls. An overview of the route to prosecution through the medical and legal systems. Intervention models and techniques.

Required reading:

Rush, "The Freudian Cover-Up" (reader)

"Investigating Child Sexual Abuse with the Aid of Anatomically Correct Dolls" (reader)

Boat and Everson, "Interviewing young children with anatomically correct dolls" (on reserve)

Roland, "Sexual accommodation syndrome" (on reserve)

(Hint: If you have trouble getting materials from the reservation desk you can find these readings in the journals. The full citation are found in you bibliographies.)

Class 7: Monday 10/18/93 and Tuesday 10/12/93

There are situations in which protection of children necessitates out-of-home placement. This class meeting examines foster family care placement and the processes involved in identifying and preparing a child for placement. Information will be presented on the impact of separation and placement for children. Emphasis will be given on how to develop the child-practitioner relationship.

Required reading:

"Children's Reactions to Separation and Placement," p. 63 in reader

Paper 5: Write a 2 page position statement to advocate to the judge for the placement, services, and/or structural changes you believe would best serve the needs of Misty Franklin. This paper should be written from the perspective of the person you volunteered to portray throughout the semester. This paper should include references to Misty's abuse and should be supported by references from the literature. A bibliography must be attached. If relevant, your paper may also contain quotes from the person you interviewed. Due next week.

Class 8: Monday 10/25/93 and Tuesday 10/19/93

The legal process: The legal road to prosecution in child abuse and neglect cases and the social worker's role. Preparing for court testimony. Becoming an expert witness.

Required Reading:

Maluccio, et al., Working the legal system, pp. 224-243

Charleston, "Witness Primer" (On reserve)

Matt & Nagurney, "Suggestions to Witness (handout)

"Why Children Lie in Court" (in reader)

Recommended:

Glossary of Selected Legal Terms in reader, pp. 65-75.

Class 9: Monday 11/1/93 and Tuesday 10/26/93

Juvenile Justice: A first hand look at the court experience, the juvenile detention center and the juvenile probation department.

Paper 6: What is the best plan when placing a child of mixed

racial parentage? Write a 2 page position paper on the considerations that should be addressed when placing a mixed race child in a foster home. This paper should be well researched with the debates in the literature discussed and cited. (Hint: Review literature on biracial children in placement and transracial adoption. Several references can be found on the class bib). This paper should be written from the perspective of the person you volunteered to portray throughout the semester. Due next week.

Class 10: Monday 11/8/93 and Tuesday 11/2/93

Foster care: The separation experiences of children and their families. Implications of foster care as a placement option. The social worker's role and reactions. The concept of "essential connections." Beginning look at issues faced in substitute care.

Required Reading:

"Daily Living Schedule for the Older Child Moving into a New Home," "Criteria for Assessing and Selecting Appropriate Foster Family Placements for Children of Mixed Parentage," Reader pp. 76-80.

McAdams, "The Parent in the Shadow" (on reserve)

Paper 7: What interventions are needed to strengthen the family, keep the child and family connected and hasten reunification? From the perspective of the person you volunteered to portray throughout the semester write a 2 page paper on the interventions you believe would most support the family. Be sure to include references to all family members. Cite the literature to support your interventions. Due next week.

Class 11: Monday 11/15/93 and Tuesday 11/9/93

Visitation: Keeping families connected. Considerations in planning and developing visiting plans for children in substitute care and for children of divorce.

Required Reading:

"Parent-Child Visiting after Separation/Divorce," "The Importance of Visiting," "Principles to Follow in visit Planning" and "Visiting" in reader pp. 81-90.

Recommended: Pine, Warsh, & Maluccio, Together Again, Chapter 7, "Visiting the Heart of Reunification" (on reserve)

Paper 8: Should perpetrator be allowed to visit? Write a 2 page position statement and defend your position. If you believe the perpetrator should not have visiting privileges state your position and defend it. If you think the perpetrator should have visits state your position and define it, i.e. develop a visitation plan and then defend your position. Cite the literature in support of your position. Write this paper from the perspective of the person you agreed to portray throughout the semester. Due next week.

Class 12: Monday 11/22/93 and Tuesday 11/16/93

Family reunification: Preparing children and families for a safe

return home. Assessing safety and developing a protection plan. Assessing, building and strengthening social networks and coordinating services. Assessing parental ambivalence.

Required reading:

Maluccio, et al., Working with Children, pp. 170-186

Stuart, "Reunification" (on reserve)

"Development of Safety Plans in Reunification Cases," "Family Protection Plan: Outline for Discussion with Family," "Safety Planning," "Ambivalent Parents" pp. 91, 92, 97-100 in reader.

Recommended: Together Again, "Preparing Children for Reunification," chapter 8, pp. 141-154.

Class 13: Monday 11/29/93 and Tuesday 11/23/93

Adoption: Working with the parents and children. Accepting adoptive releases and follow up services for parents. Preparing children for final separation from family and movement into a new family. Life book writing. The legal process.

Required reading:

"Transracial Adoption: Don't Believe the Hype," Preparing the Foster Child for Adoptive Placement," "Helping the Pre-Verbal Child Move into Adoption," "The Life Story Experience," "The Lifebook: Making Connections with the Past." "Letter to Past Caretakers," Examples of Experiential Exercises to Use in Adoptive-Bonding Cases." pp. 101-120 in reader.

Paper 9: Write a 2 page position paper on the criteria that should be applied to adoptive placements for mixed race children? If your position differs from the position you held with foster placements defend your new position in light of your past argument by summarizing your previous position and supporting your new position with reference to the literature. If your position is unchanged discuss what conditions, if any, would impact a change in your position. Cite the literature to support your points. Due next week

Class 14: Monday 12/6/93 and Tuesday 11/30/93

Self Care: Guidelines for protecting yourself from burnout. This session will address issues of self-care, time management, stress management, organizational change, and on-going professional development relevant to practitioners who serve families with children.

Required reading:

"Handling Stress," pp. 121-122 in reader

Bibliographies due.

Class 15: Monday 12/13/93 and Tuesday 12/7/93

Review of social work practice with families and children. What have we learned, what questions remain? Sharing practice guidelines derived through work on major course assignment. Termination with the Franklin family. Evaluation of course and course instruction.

Indiana University
School of Social Work

S633: Social Work Practice
with Families & Children

Dr. Gail Folaron

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Theory & Models

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Sexual Abuse

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Court

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Adoption

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Burnout

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Divorce/Single Parenthood/Stepparenting

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