

DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY



CHILD MALTREATMENT
SWRK 451-500 (Face-to-Face)
SWRK 451-701 (Online Course)

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Office: AC 101-B

Office Hours: (In-Person/Zoom Option Available)

Mondays: 8:00 a.m. – 12:00 p.m. (Via Zoom Only)

Tuesdays: 8:00 a.m. – 11:00 a.m.

Thursdays: 8:00 a.m. – 11:00 a.m.

Email to Schedule an Appointment

Class Meeting Times/Dates: Wednesday Nights 5:30 p.m.- 8:15 p.m.

Class Location: Academic Complex Room 107

Spring 2023 Semester: Tuesday January 17, 2023, through Friday, May 4, 2023

Child Abuse/Neglect Course 2: Required Course for the Public Child Welfare Certification Program (PCWCP).

Course Description: This course is the second of two specific requirements for the Public Child Welfare Certification Services. Students will learn about various practice skills and treatment interventions related to social work with abused/neglected children and their families. The focus is on the development of assessment, intervention, and prevention skills in child abuse and neglect through public agency involvement.

This course is the first of two specific course requirements for the child welfare certification available through [Insert University Name] and the Department for Community Based Services.

The Generalist Perspective: The practice of social work requires that a practitioner be prepared to intervene in a range of different settings with client systems of any size. There is a common body of knowledge, values, and skills used; there is recognition often the most effective occurs when a professional address a problem during private and public levels.

Textbooks:

- Royse, D., Griffiths, A., (2020). *Child Welfare and Protection: An Introduction*. Cognella Academic.

Supplemental Text:

- American Psychological Association. (2020) *Publication Manual of the American Psychological Association* (7th ed.), <https://doi.org/10.1037/0000165-000>.

Online exercises and handouts are available via Blackboard

Course Student Learning Outcomes, Activities, and Measures (CSWE Practice Behaviors):

Student outcomes will be based on the 2015 Council of Social Work Education (CSWE) Competencies. Compliance of the 2015 competencies meets the CSWE accreditation requirements. Western Kentucky University's Social Work program is an accredited program as certified by CSWE.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

At the successful completion of the SWRK 451 course the student will be able to meet the following CSWE EPAS criteria:

Competencies	Course Content	Measures
Competency 1: Demonstrate Ethical and Professional Behavior		
1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Impact of Trauma on Family/Child. Engaging Families. Documentation. Self-care.	Johnson Family Activity Bias writing assignment Self-care activities Preparing for interviews with adults (NOC + perpetrator) discussion
1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		
Competency 2: Engage Diversity and Difference in Practice		

2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Impact of Trauma on Family/Child. Engaging Families. Implicit Bias/Cultural Humility. Self-Care. Reunifying Families	Johnson Family Activity Biopsychosocial Self-care activities
2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Impact of Trauma on Family/Child. Engaging Families. Implicit Bias/Cultural Humility. Reunifying Families.	Johnson Family Activity
Competency 4: Engage In Practice-informed Research and Research-informed Practice		
4.1 use practice experience and theory to inform scientific inquiry and research.	Impact of Trauma on Family/Child	Johnson Family Activity Biopsychosocial Forensic Interviewing
Competency 5: Engage in Policy Practice		
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	DCBS Standards of Practice (SOP). Reunifying Families	Reading and discussing DCBS Standards of Practice (SOP)
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Impact of Trauma on Family/Child. Implicit Bias/Cultural Humility. Engaging Families	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Impact of Trauma on Family/Child. Engaging Families. Documentation. Reunifying Families. Interviewing Children. Interviewing Adults. Forensic Interviewing.	Biopsychosocial Johnson Family Activity

7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		
7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	Interviewing Children. Interviewing Adults. Forensic Interviewing. Out of Home Care Considerations.	Johnson Family Activity
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
9.1 select and use appropriate methods for evaluation of outcomes.	Reuniting Families. Out of Home consideration.	Johnson Family Activity Biopsychosocial

Objectives

After successful completion of SWRK 451, students will be able to:

- Apply knowledge of bio-psycho-social, cultural, and spiritual variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
- Apply social work ethical principles to guide professional practice by managing personal values, by making ethical decisions based on the NASW Code of Ethics, by tolerating ambiguity in solving conflicts, and by applying strategies of ethical reasoning to arrive at decisions
- Demonstrate how an understanding of human behavior and the social environment can be used to guide assessment, intervention and evaluation strategies when working with families.
- Analyze the impact of social policies on client systems, workers, and agencies.

Course Expectations:

- Students are expected to attend class prepared with readings and assignments completed when due and enter class discussions appropriately.
- Students are expected to be timely to all classes.
- Points will be deducted for late assignments.
- The written assignments should be typed using proper documentation in APA format. The complete reference for the APA Style Manual is listed in Suggested Readings.

Teaching Methods:

Course delivery will be Blackboard

Written Assignments Portfolio 100 pts total

- 1) Johnson Family Part 1 Safety Issues Questions 25 points - Due End of week 2
- 2) Johnson Family Part 2 Questions 25 points - Due End of week 4
- 3) Johnson Family Part 3 Questions 25 points - Due End of week 6
- 4) Johnson Family Part 4 Questions 25 points - Due End of week 11

MINI REFLECTIONS/JOURNAL (2 @ 25 pts each)

1) Bias reflection on the Johnson Family scenario thus far – 25 Points (5 pts each) DUE END OF WK 5

A combination of environmental, social, economic, cultural, ethnic, gender, sexual orientation, religious, family influences and even geographic location shape us into the individual we are today as well as inform our values on what constitutes risks, strengths, abuse and/or neglect outside of legal definitions. These values impact how we do our jobs, and impact how policy is made, interventions are carried out, legal sanctions, and what is reported to authorities by mandated reporters. Understanding those influences is paramount in managing impact of bias, therefore, it is crucial to begin at the beginning: you. A vital first step in becoming an effective change agent is enhancing self-awareness. Being self-aware includes understanding your personal beliefs, values, expectations, and biases. You must be aware of how your own past experiences (your brain map) will influence your beliefs.

In this reflection, you will assess and evaluate your own personal background and values and how those affect your work with children and families in the child welfare system. Discuss how ***“who you are”*** and ***“what happened to you”*** could impact (or are highly likely to impact) your work with clients to demonstrate your ability to engage in self-awareness and identification of your own values/beliefs as they relate to service delivery to maltreated children and families.

Goals

- 1) Understand how our belief systems impact our practice with struggling families.
- 2) Explore/increase awareness of reactions and process possible sources of bias.
- 3) ID as a professional Social Worker able to discuss ways bias may impact practice and strategies to address.
 - a. Discuss your personal reaction to the scenario thus far.
 - b. What values/beliefs from your own history and experiences may impact your perception or work with this family?
 - c. What about other’s working with this family? How might bias impact these partnerships?
 - i. Consider caseworker bias, referral agency (surveillance) bias, structural impacts.

- d. Discuss some strategies to manage bias and reduce stigma working with this family.
- e. Why is managing bias important in child welfare practice?

For further information about Implicit Bias and to take the Implicit Association Tests:

<https://implicit.harvard.edu/implicit/selectatest.html>

2) Self-care sustainability plan – 25 Points (5points ts each) due end of week 14

Purpose: Evaluate your self-care and wellness practices and briefly evaluate the effectiveness and modify for sustainability.

Looking back at your self-care plans and check-ins and reflect on:

- a. What was working or not working?
- b. How do you know when your plan is and is not working? What does that look, feel like? What do others say during these times?
- c. How did you adapt your wellness when things weren't working?
- d. What is your wellness sustainability plan to manage secondary/vicarious trauma. Be specific and use SMART goals.
- e. How might maintaining self-care help identify/manage bias and prevent secondary/vicarious trauma?

Johnson Family Assessment 100 Points due end of week 8

Purpose and Goal of Assignment

In this assignment, you will assess the individual, family, contextual, and environmental factors influencing the occurrence of child maltreatment to demonstrate that you are proficient in applying knowledge of human behavior and the social environment (Social Work Education Core Competency C7).

Review the Johnson case, and complete a family child welfare assessment on the following aspects from the case:

1. Maltreatment Assessment

What is the Primary Maltreatment? What are the indicators/signs of the primary** maltreatment (neglect, physical abuse, sexual abuse, or emotional abuse)? Discuss the incident including what led up to the incident. Be sure to assess all of the children and indicate the primary offender.

- What explanation can be provided for the risk and/or occurrence of the existing maltreatment? Does this explanation match the observations/assessment? Why or why not?
- What are some of the root causes, underlying factors, everyday life events around the maltreatment?
- What are some effects of maltreatment we may be seeing in the case? Why do you think this may be connected to maltreatment?
- Discuss any efforts to bring about change and outcome.

- What are some potential short and long-term effects of the primary maltreatment in general?

2. Safety, Risk & Protective Factors

For the following, consider the child, offending caregiver, non-offending caregiver, other familial/ environmental factors:

- What are the immediate safety factors? What if any attempts by the family have been made to address these safety risks? What task(s) will you implement immediately to address this safety risk?
- What risk factors are present in the case? What if any attempts by the family have been made to address these risks?
- What protective factors are present in the case? How are protective factors being used to reduce the risk?

3. Family Functioning

- Describe the family, its culture, its supports, strengths, developmental tasks and challenges?
- What are the traumatic events and after effects that have affected the child (ren), adults, and family as a whole?
- What are the indicators of the child and family having experienced oppression in their daily lives?

4. Family Ecological Assessment

Assess the family in the context of the 8 dimensions of wellness as outlined in SAMHSA's Creating a Healthier Life: A step by step guide to wellness (downloadable [here](#) free on the SAMHSA website).

- Assess within each domain (Emotional, Spiritual, Intellectual, Physical, Environmental, Financial, Occupational and Social) and summarize strengths and gaps.
- Draw a Genogram of the family. What can we learn about this family from the genogram?
- Draw an Ecomap of the family. What can we learn about this family from the ecomap?

5. Assessment Findings & Recommendations

- Make a finding on the referral for each child- is it Substantiated, Unsubstantiated. Will you open or close the case? Discuss your rationale for both-support with behaviors and specific information to justify.
- What suggested plan of action can be put in place to immediately address child safety? Provide a rationale for the suggested plan of action.

Rubric:

Maltreatment Assessment	15
Safety, Risk & Protective Factors	15

Family Functioning	15
Ecological Assessment	25
Findings/Recommendations	20
Professional writing and documentation	10

Johnson Family Case Plan - 100 points Dur end of week 13

Purpose and Goal of Assignment

In this assignment, you will utilize the Johnson family case study, assessment assignment and course learning materials to develop a case plan to address the maltreatment in ongoing services through an ecological framework in order to demonstrate your competency to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities in regard to problems and needs (Social Work Core Competency C10).

1. Summarize the identified safety/risk/protective factors for the Johnson family based on what we know from the scenario and your assessment. 10pts
2. What best practice strategies might you use in engaging the family in service planning? Why? 10pts
3. Discuss services or recommendations you ideally would have for this family (in an ideal world where all services are available and accessible) that would reduce the risk factors and build on the protective factors in the family? 20pts
4. Using the jurisdiction/city you live in or plan to work in (25 pts):
 - a. What agencies/organizations are available to address your recommendations? Discuss the referral process, treatments offered, real or perceived potential barriers and what your client could expect in their engagement with this service. Do these services use trauma informed and culturally responsive services? How so?
 - b. What additional opportunities/services that are available to families in the community might you also recommend or offer to support this family (consider: job training/education, employment opportunities, case management programs, first time parent programs such as Nurse Family Partnership/HANDS, self-sufficiency programs, financial help/benefits, child-care, health care, afterschool, housing, support groups, community coalitions, etc.)
5. Develop a case plan for the Johnson Family assuming you are working WITH the family to develop the tasks and objectives that address the safety concerns, reduce future maltreatment risk and using protective factors. Goals should follow the SMART guideline and include a Goal, Family Level Objective to address the maltreatment, Individual Level Objectives and tasks that address the individual high-risk behaviors. Be sure to identify who is responsible for the tasks and timeframes. 25pts

Rubric:

Safety/Risk/Protective	10
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Engagement	10
Ideal services/recs	20
Jurisdiction	25
Case Plan	25
Professional writing and documentation	10

PARTICIPATION PROFESSIONALISM & DISCUSSION (25 PTS)

Students are expected to **participate actively** in this course. Students should complete all assignments, including those that will not be graded. Students are expected to behave as scholars by participating in discussions/chats in ways that are intellectually critical, but personally respectful of the diversity of views and experiences of members of the class.

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Please Note: PCWCP Students must obtain a B or higher in this course.

Professionalism and Performance Expectations:

1. Attendance is required in this course. This course is discussion-focused, and this objective cannot be achieved without consistent attendance. Attendance is taken at each class session. The instructor does not differentiate between "excused" and "unexcused" absences; therefore, students are not required to provide the instructor with any formal absence excuses or documentation. Students are allowed to miss one class without penalty. Absences subsequent to the second absence result in a 5-point deduction from the final grade for the course. If students are absent on a day when a take-home assignment is given to students, students are responsible for obtaining the assignment from a colleague. Students missing 2 or more class sessions will automatically receive an "F" for the course. The "FN" grade (failure due to nonattendance) is given for students who do not officially withdraw from a course, but who stop attending PRIOR to or on the 60% point of the semester.
2. Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade. Generally, two incidences of arriving late or leaving early results in a 2-point deduction from the final grade for the course.
3. Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes not talking out-of-turn and not monopolizing the discussion. Reading magazines and whispering/talking to others is not appropriate in class.
4. Turn off all electronic communication devices during class discussions, e.g. cell phones. Students may use laptop computers and iPads/tablets for taking notes and course related

activities – students are NOT to be checking email, social media, and other non-course related activities during class sessions. If a student is on-call related to their employment during the class time, the student informs the instructor before each class session.

5. Students are not to consume meals during the class session. A beverage and small snack is acceptable but no full meals, such as a burger and fries, pizza, etc.
6. Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
7. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is written at the college level. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality.
8. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see [the Western Kentucky University's Student Handbook](#)). These behaviors result in a zero for the assignment/exam and/or failure for the course. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.
9. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not be accepted any later than 5 days after the assignment is due. Most of the assignments are submitted on Blackboard.
10. An exam may only be taken once and there are no makeup exams. All exams are given on Moodle eLearning platform. Exams are taken individually and not as a group.
11. Fulfilling these Professionalism and Performance Expectations will be reflected in the Professionalism grade.

WKU Syllabus Statement on COVID-19/WKU Healthy on the Hill

All students are strongly encouraged to [get the COVID-19 vaccine](#). In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Regular and Substantive Interaction (Online Courses Only)

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning](#) webpage.

In this course, regular and substantive interaction will take place in the following ways:

- Availability for synchronous sessions with faculty and students during office hours,
- Faculty participation in discussion boards,
- Weekly announcements,
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.

Academic Integrity

[The Undergraduate Catalog \(2021-2022\)](#) provides the following information in the section on Student Conduct Policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombuds Officer at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Type of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

Academic Support

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

STUDENT ACCESSIBILITY RESOURCE CENTER

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at

sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

WRITING CENTER ASSISTANCE

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the web site of [The Writing Center](#) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on the website) for help scheduling an appointment.

LEARNING ASSISTANCE AT [The Learning Center](#) 270-745-6254

OFF CAMPUS LIBRARY SUPPORT

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: http://www.wku.edu/library/dlps/ext_camp.htm. Turn-around time can be anywhere from a few days to two weeks, so plan ahead

Regional Campus Library Support

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: http://www.wku.edu/library/dlps/extended_campus/index.php. Turnaround time can be anywhere from a few days to two weeks, so plan ahead.

Registration Dates

Registration information, including the dates for dropping/adding a course, is located on the Registration Guide at: https://www.wku.edu/registrar/regguide_spring_2021_revised.pdf

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

Appendix
Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual

orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups,

organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families,

groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Outline by Week with Assignments

Week/Topics	Readings, Handouts, Assignments & Due Dates
Week 1 Introductions [Insert Date Here]	Intro, Syllabus, Assignments, etc. <u>Handouts</u> <ul style="list-style-type: none"> • Johnson Family – Part 1—Review presenting problem; genogram (class activity or participation in online)
Week 2 Good Habits to Form as a New Social Worker [Insert Date Here]	<u>Readings</u> <ul style="list-style-type: none"> - Child Protective Services: A Guide for Caseworkers Chapter 14: Caseworker Wellness and Safety - Worker Safety Resources https://ncwwi.org/worker-safety/ - Review: Royse/Griffiths Chap 11 - DCBS Standards of Practice (SOP) 1.1 Ethical Practice - DCBS Standards of Practice (SOP) 1.4 Documentation - DCBS Standards of Practice (SOP) 27.3 Assessment, Documentation and Timeframes - DCBS Standards of Practice (SOP) 2.12 Completing the Assessment and Documentation Tool (ADT) and Making a Finding - DCBS Standards of Practice (SOP) 4.51 Documentation Required Upon Entering Out of Home Care (OOHC) <u>Self-Care Activity</u> Review the self-care project you completed last semester. What went well? What adaptations are needed based on where you are today? Update for this semester
[Insert Date Here]	Johnson Family Part 1 - Due end of week 2
Week 3 Impact of Trauma on Family/Child [Insert Date Here]	<u>Readings</u> <ul style="list-style-type: none"> - Child Welfare Information Gateway. (2020). The importance of a trauma-informed child welfare system. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. Pgs 1-10 - Child Welfare Information Gateway. (2019). Long-term consequences of child abuse and neglect. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. - Infographic: Understanding Child Trauma - Reporting Child Abuse, Neglect, & Dependency - KRS 600.010(2)(a); - KRS 620.010 - Definitions of Domestic Violence

	<ul style="list-style-type: none"> - Domestic Violence: A Primer for Child Welfare Professionals - KRS 456.010; - KRS 403.720 <p>Complete before class: Watch: TEDTALK How childhood trauma affects health across a lifetime Dr. Nadine Burke (16 minutes) -- From https://www.youtube.com/watch?v=95ovIJ3dsNk></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What were some key points to remember from the TED Talk? • What information seemed the most critical to apply to children suffering from abuse and neglect? • What difference can this information make in our work with families? • Based on this information how would you explain childhood adverse exposure and the impact on children to someone else? <p><u>Handouts</u></p> <ul style="list-style-type: none"> • Mental Health/Illness Indicators Tip Sheet • Johnson Family – Part 2 <p><u>Self-Care Activities</u></p> <ul style="list-style-type: none"> - Dr. Weil explains how to do his 4-7-8 breathing technique. Matcha.com (2:21) - 4-7-8 Breathing Technique (1:33) https://youtu.be/kpSkoXRrZnE - The correct way to breathe with 4-7-8 breathing technique. AviPhysio. (3:17) https://youtu.be/k81doFtjOyw
<p>Week 4 Implicit Bias/Cultural Humility</p> <p>[Insert Date Here]</p>	<p><u>Reading</u> Child Protective Services: A Guide for Caseworkers, 2018, Chapter 4; Review Chapter 2 pgs 15-19</p> <p><u>Watch/listen before class:</u></p> <ul style="list-style-type: none"> - Video: The Importance of Cultural Humility - Racial disproportionality plays a part in understanding and being sensitive to the reactions of families to child welfare interactions and interventions. <i>Please listen to the following clip and read the article.</i> https://www.wnyc.org/story/black-parents-nj-lose-custody-their-kids-more-anyone-else/ (8:08) <p><u>Other Resources:</u></p>

	<p>- NASW Code of Ethics link: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics</p> <p>- https://www.socialworker.com/feature-articles/ethics-articles/special-report-2021-revisions-nasw-code-of-ethics/</p> <p><u>Self-Care Activity</u> National Wellness Week: Focus on Spiritual Wellness! (1.29) https://youtu.be/V92f99uGc60</p>
[Insert Date Here]	Johnson Family Part 2 - Due end of week 4
<p>Week 5 Family Partnership: Engaging and Interviewing in Child Protection/Interviewing and Managing Hostility [Insert Date Here]</p>	<p><u>Readings</u> Child Protective Services: A Guide for Caseworkers Chapter 4: Engaging and Working with Children and Families (View) Relevant SOP: S.O.P. 1.6 Quality Engagement for Successful Partnership</p> <p>Prior to Class Watch: Effectively Engaging Young Fathers in Child Welfare</p> <p><u>Handouts</u></p> <ul style="list-style-type: none"> • Handout 1: PowerPoint Worker Personal Safety Overview • Handout 2: When a Child is Removed from Your Care • Handout 3: Worker Engagement Tip Sheet • Handout 4: Joining Definitions, Skills and Scenarios • Handout 5: Rolling with Resistance Tip Sheet • Handout 6: HEAT De-escalation Tip Sheet • Handout 7: Interviewing Children at School Tip Sheet • Handout 8: Pain Faces for Children Tip Sheet • Handout 9: Mental Health Tip Sheet • Handout 10: Mental Health-Illness Indicators Tip Sheet • Handout 11: Substance Misuse Tip Sheet • Handout 12: Parenting Youth Tip Sheet • Handout 13: Supervisor Engagement Tip Sheet • Johnson Family – Part 3 <p><u>Self-Care Activity</u> Narrated - National Wellness Week: Focus on Physical Wellness! (1:30) https://youtu.be/AZahhwk5VmY</p>
[Insert Date Here]	Johnson Family Bias Mini Reflection - Due end of week 5
Week 6 Assessment & Documentation	<p><u>Readings</u> Royse Griffiths Chap 7; Review Chap 4 pg 59-67</p>

	<ul style="list-style-type: none"> • Chapter 12: Effective Documentation <p><u>Handouts</u></p> <ul style="list-style-type: none"> ▪ Handout 1: General Guidelines for Interviewing the Non-Offending Adult ▪ Handout 2: The Interview Process for Adults ▪ Handout 3: General Principles of Interviewing Alleged Offenders ▪ Handout 4: Practice Scenarios ▪ Handout 5: Six Rules for Documentation ▪ Handout 6: Four Positive Documentation ▪ Handout 7: Steps to Clear and Focused Documentation ▪ Standards of Practice: SOP 2.11 Procedure #2 <p><u>Self-Care Activity</u> Find Your Focus with this Mini Meditation 1:00 https://youtu.be/IReEu2kl6oI</p>
[Insert Date Here]	Johnson Family Assessment - due before Ongoing Services
Week 9 Spring Break [Insert Date Here]	
Week 10 Ongoing Services Part 2 [Insert Date Here]	<p><u>Readings</u></p> <ul style="list-style-type: none"> – (Royce) Chapter 5 – Child Protective Services: A Guide for Caseworkers, 2018 Chapters 8 & 9 <p><u>Handout</u></p> <ul style="list-style-type: none"> • Johnson Family Part 4 • Challenges in Living • Protective Factors Approaches in Child Welfare • Tips for Engagement with Families <p><u>Self-Care Activities</u></p> <ul style="list-style-type: none"> – Returning from spring break, let's re-focus! 2 Minute Re-Centering Mindfulness Meditation for De-stressing (2:03) Mindful Breaks https://youtu.be/Jholcb8Gz0M – Preview for upcoming week: Self-Care Check-In on Social Justice: What issues are you passionate about? Remember self-care is 1-taking care of your body, mind and soul and 2-taking care of environmental stresses aka social justice and advocacy! What system or environmental issue would improve your wellbeing? What do you want to see changed? How can we change it?

<p>Week 11 Collaborating with Community Partners</p> <p>[Insert Date Here]</p>	<p>Readings:</p> <p>Solution Based Casework</p> <ul style="list-style-type: none"> -Royse/Griffiths Chapter 1, pp.11 – 19 -Royse/Griffiths Chapter 5 -Royse/Griffiths Chapter 10 -Child Protective Services: A Guide for Caseworkers, 2018 pgs 123-139 and Appendix H <p>Handouts</p> <ul style="list-style-type: none"> • Handout 1: High Risk Cycle • Handout 2: Steps of Relapse Prevention • Handout 3: How do we Construct Solutions • Handout 4: Solution Based Casework Interviewing Language • Handout 5: Language Matters <p>Self-Care Activity</p> <p>Reflect on self-care relapse prevention. What are next steps on your self-care environmental issue? What can be done? Write a letter? Petition? Social media post? Join a group? Make your plan and we will implement.</p>
<p>[Insert Date Here]</p>	<p>Johnson Family Part 4 - Due end of week 11 to prepare for case planning</p>
<p>Week 12 Reunifying families</p> <p>[Insert Date Here]</p>	<p>Readings</p> <ul style="list-style-type: none"> - (Royse) pgs 107, 178-179 - Article: Reunifying Families, Part 1: Realities of abuse and a belief in change https://www.casatravis.org/reunifying_families_part_1_realities_of_abuse_and_a_belief_in_change - Resource Family Tip Sheet for Supporting Reunification https://www.americanbar.org/content/dam/aba/administrative/child_law/ParentRep/Reunification_Tip_Sheet.authcheckdam.pdf - Strategy Brief Strong Families: How can frequent, quality family time promote relationships and permanency? https://www.casey.org/media/20.07-QFF-SF-Family-Time.pdf - DCBS SOP 1.7 Family Team Meetings: https://manuals-sp-chfs.ky.gov/chapter1/Pages/1-7.aspx - DCBS SOP 4.35 Reunification, Including Extended Visitation, Case Planning and Transitional Supports to Families and Children: https://manuals-sp-chfs.ky.gov/chapter4/Pages/4-35.aspx - DCBS SOP 4.19 Visitation Agreement: OOHC Visitation Tip Sheet: https://manuals-sp- chfs.ky.gov/ layouts/download.aspx?SourceUrl=https://manuals-sp-

	<p>chfs.ky.gov/Resources/Related%20Resources%20Library/OOHC%20Visitation%20Tip%20Sheet.doc</p> <p><u>Watch/Listen Before Class:</u></p> <ul style="list-style-type: none"> - Video: <i>All in for Reunification</i> 2021, https://www.youtube.com/watch?v=ala0SgUF6jE - Podcast: <i>How can birth and foster parents partner to achieve reunification?</i> https://www.casey.org/birth-and-foster-parent-partnerships/
<p>Week 13</p> <p>Out of Home Care Considerations</p> <p>[Insert Date Here]</p>	<p><u>Readings</u></p> <ul style="list-style-type: none"> - Royse Chapters 9 (p. 156-176) & 10 (p. 177-194) - DCBS Standards of Practice (SOP): 4.11 Private Child Placing (PCP) or Child Caring (PCC) Agency - Standards of Practice Manual (ky.gov) - DCBS Standards of Practice (SOP): 4.10 Placement in a DCBS Foster or Adoptive Home - Standards of Practice Manual (ky.gov) - Placement with Siblings Tip Sheet - DCBS Standards of Practice (SOP): 4.10.1 DCBS Care Plus - Standards of Practice Manual (ky.gov) - DCBS Standards of Practice (SOP): 4.10.2 DCBS Medically Complex Placement - Standards of Practice Manual (ky.gov) - DCBS Standards of Practice (SOP): 4.10.4 Relative or Fictive Kin Pursuing Foster Home Approval - Standards of Practice Manual (ky.gov) - DCBS Standards of Practice (SOP): 1.5 Supervision and Consultation - Standards of Practice Manual (ky.gov) <ul style="list-style-type: none"> ▪ DPP-20 Safety and Risk Consultation Form (ky.gov) - DCBS Standards of Practice (SOP): 4.11.1 Level of Care Assignment - Standards of Practice Manual (ky.gov) <ul style="list-style-type: none"> ▪ DPP-886A Application for Referral and Needs Assessment (review form) - DCBS Standards of Practice (SOP): 4.11.3 Reviews of LOC Assignment - Standards of Practice Manual (ky.gov) - Journal Article for further information: https://saalckmoreheadstate.primo.exlibrisgroup.com/permalink/01SAA_MOREHEAD/ekde8v/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_7984659 Vreeland, Ebert, J. S., Kuhn, T. M., Gracey, K. A., Shaffer, A. M., Watson, K. H., Gruhn, M. A., Henry, L., Dickey, L., Siciliano, R. E., Anderson, A., & Compas, B. E. (2020). Predictors of placement disruptions in foster care. <i>Child Abuse & Neglect</i>, 99, 104283–104283. https://doi.org/10.1016/j.chiabu.2019.104283

	- Show Removed video from YouTube: https://www.youtube.com/watch?v=IOeQUwdAjE0
[Insert Date Here]	Case Plan on Johnson Family - Due end of week 13
Week 14 Review and wrap up Johnson Family [Insert Date Here]	<u>Final Writing Assignment Due end of week 14</u> Self-care sustainability plan – 25 Points [Insert Due Date Here]
Week 15 Finals Week [Insert Date Here]	