

DEPARTMENT OF SOCIAL WORK

WESTERN KENTUCKY UNIVERSITY



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SWRK 571: Introduction to Kentucky Child Welfare

December Cohort /2020

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*Please note: the best way to reach this instructor is by e-mail or by appointment. Please allow 24-48 hours for a response. If there is a true emergency, you may call or text the above number. **Please identify yourself by name and course name and course when leaving a message.**

Part 1: 12/07/2020-12/09/2020

Part 2: 12/10/2020-12/16/2020

Part 3: 01/04/2020-01/7/2020

This course is considered a **Credit for Learning Course (CFL)**. The course is being delivered online through the TRIS Learning Management System. Upon successful completion each student will receive both training credit in TRIS and 3 hours of Graduate credit from Western Kentucky University's Social Work Program. Below you will find information for accessing the Training Resource Center Learning Management System address: <https://learn.trc.wku.edu/moodle/>

If you have already logged in during NEO and completed the required web based trainings you can skip to step 2!

The login process for new employees consists of two steps:

Step 1: Login to TRIS-DCBS (<https://tris.eku.edu/dcbs>)

Username: firstname.lastname

Password: ##### (last 4 social security number - default)

You will be prompted to change your password from the default last 4 digits of your social security number.

Step 2: Login to the online classroom

Again, the Training Resource Center Learning Management System address is:
<https://learn.trc.eku.edu/moodle/>

Username and Your new Password (same as DCBS/TRIS)

You may log in to the classroom now, however, if the course is not immediately available; you may need to refresh your page to see the course. Please take the opportunity to view the TRC Learning Management System Orientation. If you need assistance please use the **Helpdesk** link located at the bottom of the login page.

Course Description

This course focuses on understanding problems and issues faced by children and families within an ecological framework. The complexity of social work practice within the child welfare system is examined.

The course content will be delivered via a variety of means. These may include lectures, seminar style discussions, exercises, student led class discussions, work groups, videos, use of the Moodle- online learning written exercises, and other means as they apply to learning needs.

MSW Mission Statement:

In keeping with the tenets of the program, the purposes of social work, constituent needs, and the regional characteristics of south central and western Kentucky, the mission of the MSW program at WKU is to educate and prepare students for professional social work practice to meet the needs of increasingly

diverse rural populations. The program is particularly dedicated to addressing the work force needs of agencies working with Kentucky's families and communities. In addition, the program emphasizes professional and scholarly service to the community, the state, and the nation.

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 DISABILITY SERVICES**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DSU-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

- **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. Our 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 of the website

<https://www.wku.edu/writingcenter/>

for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

- **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: <https://www.wku.edu/library/>
- Turn-around time can be anywhere from a few days to two weeks, so plan ahead.

Policy:

Students are expected to adhere to all policies contained with the MSW Handbook <https://www.wku.edu/socialwork/msw/handbooks.php> and the Code of Student Conduct at Western Kentucky University <https://www.wku.edu/studentconduct/student-code-of-conduct.php>

Professionalism:

The NASW Code of Ethics <https://www.socialworkers.org/about/ethics/code-of-ethics>

is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

Social Media:

Privacy, confidentiality and professional boundaries must be examined as professional social workers especially in the age of technology. Professional standards found in the NASW Code of Ethics must be strictly followed concerning social media. Students using social media sites are expected to use the highest

privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty:

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the MSW Handbook, the University Code of Student Conduct and is also counter to social work values and ethics included in the NASW Code of Ethics. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Student should review the "Academic Offences" section of the WKU Student Handbook at:

http://www.wku.edu/handbook/current/index.php?option=com_content&task=view&id=25&Itemid=26 and the "Ethical Principles" and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers found at: <http://www.socialworkers.org/pubs/code/code.asp>

Social Work Core Competencies

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

[The Council on Social Work Education \(CSWE\)](#) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the [2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs](#). These standards form the basis for the WKU MSW Generalist Year Curriculum. As part of these standards, there are nine (9) competencies that are required to be implemented in all accredited social work programs. Please review the competencies at https://www.wku.edu/socialwork/msw/generalist_competencies.php to

develop an understanding of what the WKU MSW students must master prior to moving to the advanced year curriculum.

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

[The Council on Social Work Education \(CSWE\)](#) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the [2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs](#). These standards form the basis for the WKU MSW Generalist Year Curriculum. As part of these standards, each master's social work program must design at least nine unique competencies that are used in the creation of their specialized year. Here at WKU, our specialty is [Advanced Generalist Practice in Rural Settings](#). Our program faculty have developed nine (9) unique competencies that are the focus for the specialized year curriculum. Please review the competencies at [WKU MSW Advanced Generalist Competencies](#) to develop an understanding of the content that all WKU MSW students must master prior to graduation.

Course Outline:

Every non-PCWCP new hire takes this course

Introduction to Child Welfare Part 1 Moodle. December 7, 2020-December 9, 2020

I. Intro to CPS Cases/Engaging Families

- A. Big Picture -process of how a case moves through the DCBS system.
- B. Child Welfare Pyramid
- C. Explore attitudes and opinions of the general public regarding the social work profession and our attitude toward families (Sally Social Worker-Attitude toward families)
- D. Hard Case File Reviews prior to Home Visits
 - 1. Identify documents in a case file to prepare for a first visit with a given family.
 - 2. Prepare and practice an introduction for the first visit with a given family.
- E. Core Conditions of the Helping Relationship (Genuineness, Empathy, Respect)

- F. Basic Interviewing Skills and Practice (Manual)
 - 1. Participants are assigned one of four different groups and asked to write questions that would be appropriate for their assigned group which demonstrates each interviewing skill
 - 2. Participants interview a client (trainer/instructor) using the skills while being observed by other participants-feedback given*

II. Dealing with Resistance

- A. Working WITH resistance (Manual)
- B. Conflict Cycle (Manual)
- C. Scenario reactions- review scenarios and write ways to deal with the resistance
- D. Participants interviewing a resistant client (instructor/trainer) using skills discussed

III. Medical Indicators

- A. Bruises
- B. Burns
- C. Skeletal Injuries
- D. Abdominal Injuries
- E. Photograph

Introduction to Child Welfare Part 2 Moodle December 10, 2020-December 16, 2020

Module 1 SOP, Laws, D&I and Central Intake

- 1. Public Policy Framework
- 2. Historical Perspective
- 3. DCBS Standards of Practice
- 4. Dynamics and Indicators of:
 - a. Abuse and Neglect
 - b. Domestic Violence
- 5. Acceptance Criteria
- 6. Central Intake & Centralized Intake Visit Worksheet (Grade)

Module 2 Interviewing Protocols

- 1. Interviewing Casework/Protective Authority
 - a. Interviewing Styles Essay (Samantha, David & Amy)
 - b. Closure and Discussion Board
- 2. Forensic Interviewing Pt. 1

- a. What are some things you would do for pre-interview preparation?
 - b. Check the things you thought about doing to prepare for the interview
3. Forensic Interviewing Pt. 2
 - a. Develop 4 questions for a Forensic Interview

Module 3 Family Solutions

1. Ethics Introduction
2. Family Solutions Overview (FS Quiz)
3. Family Systems Theory - (6 Key Assumptions)
4. Genogram/ Eco-map- Uploading submit
5. Strength-Based Perspective (Assignment)
6. Family Development and Focused Brief Therapy
7. Relapse Prevention

Module 4 Human Trafficking

1. What is Human Trafficking
2. Serving the Victim of Human Trafficking
3. Red Flags
4. Screening Questions: (Grade) Develop questions around 2 Scenarios to assess for Human Trafficking

Module 5 Preparing for First Contact

1. Preparing for first Contact
2. Preparing for the first contact journal

Module 6 Intimate Partner Violence

1. Definition/Statistics and our Roll
 - a. Intimate Partner Violence Poll
 - b. Exposure to Intimate Partner Violence Poll
 - c. Attitudes, Values and Beliefs (Grade)
2. Cycle of Violence and Power and Control Wheel-
 - a. Record yourself
3. Lethality Indicators
4. Competency 3- Intervening in Cases wit out re-victimizing the victim(s)
5. Competency 4- Hold the Batterer Accountable for the Abuse

Module 7 ADT and Casework Overview

1. ADT Overview

2. Case Planning Overview
 - a. Describe a Case Plan
 - b. Start a Conversation with a Family about the case plan
3. In-home services
 - a. Assignment
4. Removal Decisions

Module 8 Professional Documentation

1. Professional Documentation
 - a. Contact Note
 - b. Personal Documentation Plan

Introduction to Child Welfare Part 3 Moodle January 4, 2020-January 7, 2020

I. Family Solutions Practice

- A. Cycle of Destructive Behavior Brief Explanation and Practice
- B. Draw own Cycle of Destructive Behavior (Manual)*

II. Domestic Violence in CPS Cases

- A. Practice interviewing techniques in a CPS case that has co-occurring Domestic Violence and apply information to assess the risk for the adult victim and children.
- B. Identify risk factors and construct a domestic violence safety plan.
- C. Misconceptions for Causes of Intimate Partner Violence
- D. Common Abuser Characteristics
- E. Risk of Staying vs. Risk of Leaving
- F. How to document to help hold the batterer accountable vs. blaming the victim (progress report)
- G. Cycle of Destructive Behavior Review-Batterer Intervention Program
- H. Develop a Personal Safety Plan with the Victim of IPV
- I. IPV effects on Children David's Family
- J. Universal Screen

III. Interviewing Protocols

- A. Overview of Engaging Skills
- B. Paraphrasing, Probing and Forensic Interviewing overview
- C. Participants are assigned a phase of Forensic interviewing and will interview for a max of 5 minutes for that stage

II. Safety and Risk

- A. Safety vs. Risk
- B. Analysis of Safety Threats
- C. Risk and Protective Factors
- D. CPS with DV
- E. Prevention Plan for Safety: Role Play the development of a Prevention Plan for Safety (Hughes Family)

Assignments:

Online Module Completion (10% of grade)

Successful completion of all on-line Modules 1-8 on or before the assigned due date will result in full credit for our online module completion. Progress can be monitored by the progress bar in Moodle

Online Assignments (25% of grade):

The following assignments are a part of your Modules 1-8 and will be completed online. Each carries an equal portion of the 25% Online Assignment grade.

- Module 1, Tutorial 6: Centralized Intake Form
- Module 3, Tutorial 2: Family Solutions Quiz
- Module 3, Tutorial 5: Strengths Perspective assignment
- Module 4, Tutorial 4: Human Trafficking Screening Questions
- Module 6, Tutorial 1/C: IPV: Attitude/Values/ Beliefs
- Module 7, Tutorial 3/A: In-home services assignment
- Module 8, Tutorial 1/A: Practice writing a contact note
- Module 8, Tutorial 1/A: Professional documentation plan

Class Attitude, and Participation (10% of grade):

Classroom participation includes but is not limited to:

- Active engagement with the course material
- Class discussions with peers and the instructor, showing respect for others' values and beliefs, respectfully expressing own values and beliefs;
- Asking and responding to questions and comments;
- Taking a leadership position to engage in behavior to keep the online classroom climate positive and constructive for learning;
- Taking part and completing in-class assignments and activities;
- Actively participating in learning reinforcement exercises in the field.

- It also includes a student's attitude, attendance, absences, and tardiness for class assignments, attentiveness, cooperation in-group activities, and expressing attitudes and behaving in a manner consistent with professional social work values and beliefs.

Family Solutions Paper (25% of grade): Due Date: January 22nd. Attention: This assignment must be submitted on or prior to this date to be considered on time. Submission past this date will receive a 10 pt. deductions daily

The student will need to first attend all classes face-to-face and online (Parts 1-3) prior to submission of this assignment. The purpose of this assignment is for the student to demonstrate the ability to critically think about family's safety threats versus risk factors, knowledge of the key concepts of the family solutions model and apply those skills to produce task for a "Safety Plan". The Johnson family scenario will be used in class and for this assignment. Information will be used from the Cycle of Destructive Behavior developed by the student in class for Ms. Johnson. This will be a written paper from 3-4 pages, not including the cover page, and references. APA formatting is required (1 inch margins on all sides, 12 pt. font, and double spaced)

Student will:

1. Discuss at least four of the key concepts of the Family Solutions Model while communicating how each applies to the Johnson Family Scenario.
2. Determine the conflicts within the family that increase the risk for abuse, create safety threats, and strengths that are exceptions/protective factors present in the Johnson Family Scenario.
3. Identify the Family Developmental tasks in which family struggles with, also known as the Every Day Life Event (EDLE) and discuss how it led to a safety threats for the child or children in the Johnson case.
4. Referencing your Cycle of Destructive Behavior developed in class, explain Ms. Johnson's cycle specifically focusing on the (ACE), Avoid/Cope/Escape portion of the cycle. Identify and discuss at least five specific tasks that could be used on the family's Safety Plan.
5. In conclusion the student should discuss how their knowledge of Family Solutions could enhance their delivery of services while enhancing safety, permanency, and wellbeing to the families you serve.

Domestic Violence Awareness Assignment: (30%) Due Date: January 22nd, 2020. Attention: This assignment must be submitted on or prior to this date if to be considered on time. Submission past this date will receive a 10 pt. deductions daily

As discussed in class, domestic violence plays a role in many CPS cases, and will be something you encounter on a regular basis as a worker. In order to effectively serve families in our state that are dealing with domestic violence we must become adept at what we as social workers need to do when working with clients as well as what we need to know about ourselves, an understanding of how domestic violence effects children, strategies for working with victims, and how to work with perpetrators and hold them accountable.

For this assignment you will take the information provided to you in class from both the in-class weeks and on-line week, and build on that knowledge while referencing information from:

Child Welfare Information Gateway: Child Abuse and Neglect User Manual Series; Child Protection in Families Experiencing Domestic Violence

<https://www.childwelfare.gov/pubPDFs/domesticviolence2003.pdf#page=12&view=CHAPTER%20The%20Overlap%20Between%20Child%20Maltreatment%20and%20Domestic%20Violence>

After you have reviewed the *Child Protection in Families Experiencing Domestic Violence*, please read the Jones family scenario and follow the outline below to complete your paper. You can use headings and subheadings to organize the content of your paper. Your paper should include references to the supplemental reading above as well as content from class. Your paper should include a cover page with a title, your name, course name, and name of the University. The paper will be graded on how well each question is addressed, as well as for correct spelling, grammar, clarity, and organization. The paper should be 7-10 pages in length, excluding cover and reference pages. Use 1" margins on all sides, 12 pt. font and double-space.

1. Self-Awareness

- a. As you read the Jones case scenario, did you notice any biases that you might have in working with this family? Describe any biases that you

discovered. Are there any points of self-awareness that you may need to address when working with this family or any family where domestic violence is an issue? Describe how you might address these biases so that your work is not negatively impacted with the family. Be specific and list action steps you can take to address your bias. (Example: I will let my supervisor and co-worker know about my bias and ask them to hold me accountable).

2. Assessment Skills

- a. What additional information should be sought related to the domestic violence in this case?
- b. Two tools that can be used when working with families where domestic violence is present are the Cycle of Violence and the Power and Control Wheel. Choose one of these tools and explain how you would use this tool with the Jones family.

If you choose the Cycle of Violence, how do you approach the family about their pattern of domestic violence? Who might you talk to about this? How would you engage this person (or people) in talking about the Cycle?

If you choose the Power and Control Wheel, how do you approach the family with this tool? What questions might you want to ask to assess for domestic violence in the family? How might you want to assess for presence of the various elements of power and control. Identify at least 2 questions that you could ask to further assess the situation.

- c. Identify the criteria and the child protection standard of practice (SOP) that would be used if a CPS report were taken on this case.

3. Effects on the Children

- a. What are different ways that children can be exposed to domestic violence? Using the Jones family scenario, provide some examples of ways in which these children have been and are being exposed to domestic violence.
- b. What are the short and long term effects of domestic violence on Children? What are some possible symptoms you might see in children who have domestic violence occurring in their homes? Using the Jones scenario,

- how are these children being affected and what symptoms can you identify?
- c. What additional information should be asked concerning the effects on the children? How would you elicit this information? Describe how you might document this information to demonstrate the link between the domestic violence and the effects seen in the children.

4. Strategies for Working with the Victim

- a. Identify strategies and/or approaches you could use to gather information from the adult victim about the domestic violence. How do you gather information needed for your case without blaming or re-victimizing the victim in this case?
- b. Describe the strategies you could use to support the victim through safety planning and empowerment techniques. You do not need to develop a safety plan, but you may want to include information about how you would develop the plan and what considerations should be made. Also include resources or referrals that you could provide for the family.

5. Hold the Batterer Accountable

- a. What additional information might be needed regarding the perpetrator's family?
- b. Identify strategies that could be used in this case to hold the perpetrator accountable for the abuse. Describe where in the case this might happen and identify any other resources necessary to carry this out.

Grading Scale
A=90-100
B=80-89
C=70-79
E= 69 and below
I = Incomplete

Reference List:

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Credit for Learning Program (CFL)

WELCOME TO CFL!

CFL is a Cabinet/University training initiative which enhances the educational and professional development of DCBS staff by providing academic credit. DCBS staff and employees have the opportunity to earn **graduate level credit** as **non-degree seeking students** through participation and completion in Graduate level courses taught by WKU Faculty and ECU Trainers.

CFL application procedure is a two-step process: (1) online DCBS agreements and (2) online application to WKU. Tuition and text books are paid for by the Cabinet. In collaboration, the Cabinet and CFL Program requests employees fill out the *Training Agreements* and return paperwork to the WKU CFL Office Associate *after completing the WKU online application*.

The *Training Agreements* will be uploaded via secure software to ECU (Susan Barber/CFL Specialist) whom will route paperwork to the appropriate personnel. *Training Agreements* will be kept on file to guarantee participant(s) registration for the CFL training/Academy rotation.

We want you to be successful and do well in all training courses. We encourage you to utilize your credits and apply to a Master's program or Ph.D. program. Most University Graduate Programs require a 3.0 GPA. If you have questions about WKU's MSW Program, contact Julie Jones, Child Welfare Coordinator: Julie.jones@wku.edu or feel free to call her: 270-745-5058.

After your application is processed, you will be registered for the following CFL Academies

- **Academy Course 1: SWRK 571 – Introduction to CW**
Introduction to Child Welfare
- **Academy Course 2: SWRK 579 – Partnership/CAD**
Partnership: Collaborative Assessment and Documentation
- **Academy Course 3: SWRK 574 – ESP/Case Management (CM)**
Case Management: Case Planning, Out of Home Care, Permanency Options
- **Academy Course 4: SWRK 573 – Child Sexual Abuse (CSA)**
Assessment and Case Management of Child Sexual Abuse

If questions: Contact me directly: Marsha Hopper: Marsha.hopper@wku.edu