

**CHHS 100: Intro to Child Welfare
Fall 2025; Section 001 Tuesday/Thursday
2:20 p.m. – 3:40 p.m. CST
Academic Complex, Room TBA**

Instructor: Julie Jones, MSW

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Office Location: Academic Complex, Office 200E

Office Hours: I am in my office Monday through Friday, from 7:30 a.m. to 4:00 p.m. I'll be happy to meet with you in-person, by phone, or via Zoom at a time that works for you.

Communication Plan:

Communication plays a very important role in our class. Successful communication and a successful class involves both of us; you and me. I'll contact you when I have questions for you, and I want you to contact me when you have questions for me. With the goal of successful communication in mind, here is my plan.

Contacting Me:

Email is the best way to reach me. During the work week, Monday – Friday, I check my email several times a day. I commit to you that I will respond within 24 hours when you email me between Monday and Friday. Please email me again if I don't reply within my criteria. I could have accidentally overlooked your email.

Email criteria: Please email me from your WKU student e-mail account or from Blackboard. When you send me an email, please put "CHHS 100" in the subject line. Just like you, I receive a lot of email. Email labeled in this manner will receive higher priority.

How you communicate, the words you use, are important. Emails to me and your other instructors should be professional. This means they should have an introduction, such as "Mrs. Jones" and a greeting sentence; a body or main message; and a closing such as "Thank you" along with your name. Correct sentence structure and grammar are also important.

Me contacting you:

Outside of class, I'll communicate with you through your **TopperMail** account and through Blackboard. I'll send you an email when I have specific comment or question for you or a small group of you. So, please check your email at least once a day. When I want to communicate with all of you, I'll post an Announcement in our **Blackboard** (Bb) course site.

Why this class is being offered:

The child welfare workforce is a critical part of each community. Child welfare not only encompasses child protective services, it also includes child serving therapists, foster care services, school social workers, preventative services, the medical community, and more. The overall goal of this class is to enrich your perspective about what child welfare truly is. I worked in child welfare for a number of years as did the author of our textbook, Dr. Austin Griffiths. I am thrilled to teach this class and look forward to sharing my passion about child welfare.

Course Description:

This course will use an interdisciplinary (multiple disciplines) approach to provide students with a broad understanding of child welfare and child protection. It will prepare students to actively collaborate across disciplines, including criminal justice, psychology, sociology, social work, education, and health sciences. The interdisciplinary approach affords students the opportunity to engage their peers in meaningful dialogue, reflection, and the development of timely solutions related to a variety of critical issues concerning child welfare.

Colonnade Explorations Learning Outcomes:

This course fulfills Colonnade Explorations Category's five learning objectives. Students will:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

CHHS 100 Learning Outcomes:

Upon completion of this course, students will be able to:

1. Identify the risk and protective factors associated with children becoming involved with the child welfare system.
2. Describe the formal process and essential professionals who are involved with child protection in the United States.
3. Recognize the implications of both individual and systematic bias, and its influence on children and families.
4. Analyze a hypothetical child welfare case vignette, while integrating the diverse perspectives of members of the multidisciplinary team.
5. Conduct self-assessments, identifying areas of personal growth and opportunities for improvement, related to child welfare.

Required Text:

Royse, D., & Griffiths, A. (2025). *Child welfare and child protection: An introduction*. (Second Edition) Cognella. ISBN 978-1-5165-3922-2

Evaluation and Grading:

Your final grade will be evaluated as follows (in percentages):

Chapter Quizzes (10 @ 2% each)	20%
Self-Assessment	10%
Diversity, Equity & Inclusion Paper	25%
Interdisciplinary Case Study Analysis	40%
<u>Attendance and Participation</u>	5%
	100%

Final letter grades for this course are:

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

Assignment Description:

Chapter Quizzes (20%):

There will be a total of 10 chapter quizzes over the course of the semester. Each quiz will be administered on Blackboard and open on Monday at 8:00 a.m. and close on Sunday at 11:59 p.m. of the week it is due. Each quiz will include 10 multiple choice questions and the student will have 15 minutes to complete it. There will not be any late quizzes allowed, so please plan the week accordingly.

Self-Assessment & Reflection (10%):

Each student will complete the self-assessment assignment that is posted on Blackboard at the beginning of the semester (Self-Assessment 1). At the end of the semester, each student will complete the same self-assessment assignment again (Self-Assessment 2). The student will compare and contrast their responses from both of these assignments (e.g., Self-Assessment 1 and Self-Assessment 2) and write a 1-page reflection (in APA format) focused on the areas where they have seen growth and where they can improve in the future.

Diversity, Equity & Inclusion (DEI) Paper (25%):

The text highlights several examples of disproportionality across the child welfare system. Please select a specific social problem related to DEI and child welfare that you want to learn more about (examples: lack of foster/adoptive parents of color, adoption outcomes, lack of diversity within the child welfare workforce). Then, complete a literature review (a *literature review* is a document/paper that collects key sources on a topic and discusses those sources in conversation with each other, Purdue Owl.com) related to this social problem. Describe the

causes and consequences of the problem and propose solutions aimed at reducing these disparities. Please work from the lens of your preferred professional/academic discipline on this paper, if feasible (e.g., criminal justice, psychology, sociology, social work, education, health sciences). This paper should be approximately 5-7 pages and include at least 5 peer-reviewed sources (*Peer review* is an academic term for quality control. An article published in a peer-reviewed journal was closely examined by a panel of reviewers who are experts on the article's topic or the author's professional peers, apus.libanswers.com) and approved by the instructor. This assignment will need to be written in APA format. **More details about the assignment and the grading rubric are located on Blackboard.**

Interdisciplinary Case Study Analysis (40%):

There are several case studies throughout the text that present specific opportunities where professionals may be able to effectively intervene and respond to concerns (i.e., Cox Family; Stevie Owens; Mariana Martinez; Michael Lombardo; Anne; Marsha; Ron; Bob). In small groups assigned by your instructor, please pick one of these case studies for your group to analyze over the course of the semester. Each group member should utilize a different perspective (e.g., criminal justice; psychology; sociology, social work; education; health sciences) from which to analyze the case. Keep in mind, the instructor will help you in this process. ***Every effort will be made to diversify group membership based on academic discipline to ensure diverse perspectives and a more robust experience.*** While there are individual responsibilities associated with this assignment, there are also group contributions as well. **While an overview is below, more details about the assignment and the grading rubric are located on Blackboard.**

Step 1

The student will complete the following, *individually*:

1. Based on your selected perspective/discipline, complete a critical analysis (analysis means to break down and study the parts) of the case study and propose a solution in a 1-2 page written document (APA format).
2. Bring your individual analysis to class to share with your group.
3. Present your individual analysis and solutions to your group as you formulate a discussion about the next steps.

Step 2

As a *group*:

1. The group will engage in conversation during class and collaboratively come to a consensus regarding the best course of action when it comes to professional service delivery for your chosen case.

Step 3

The following will be submitted to Blackboard for the Interdisciplinary Case Study Analysis.

1. The student's individual case study analysis (1-2 pages in APA format).
2. The group's final decision and course of action, with a description of how decisions were made and how this consensus was achieved (1-2 pages in APA format).
3. An individual self-reflection of what the student learned by participating in this group process (e.g., insight from other disciplines, communication strategies, etc.) (1-2 pages in APA format).

Attendance and Participation (5%):

Regular attendance and active participation (engaging in conversations with the class, paying attention) are essential for success in this course. Attendance will be taken in each class and recorded on Blackboard.

Important University Dates:

TBA

Course Policies:

Policies exist to assure **everybody** is on the same page before we embark on this learning experience together. So, please read the sections below carefully.

Class Meetings:

I hope that we will have lively conversations about various aspects of child welfare as this makes the class a whole lot more fun and a better learning experience for all of us. For a discussion-based class like this to succeed, everyone must have closely read the material for that day and be mentally present and engaged. Strive to be open minded, curious, and enthusiastic. I can assure you; I will be!

College is an adult space: This means we treat class meetings the way we would any other adult endeavor; show up prepared, with materials out and ready to focus on the subject at hand when class begins. If someone is dozing, side chatting, eating, texting, showing obvious lack of interest they could be politely asked to leave, which will count as an absence. These non-adult behaviors are destructive to a dynamic college classroom environment and can't be tolerated.

Coming to class:

Your presence and active participation in the classroom is needed, welcomed, wanted—and ultimately required for you to succeed. However, things will come up: you may get sick, have a family emergency, your car may break down. Life happens. Please keep me posted so I can help, and be proactive.

Missing Class:

If you must miss a class and an assignment is due that day, you are responsible for turning it in early to Blackboard.

Being late to class:

Out of respect for me and your classmates, as already mentioned, you need to be on time for class. I do understand that sometimes things happen, and you can't help being late. Please, still come to class! When you come into the room, be discreet and enter quietly, finding the closest seat.

Stepping out during class:

We are all adults here and if you need to step out of the room for a moment, please be as quiet as a minimally disruptive as possible.

Participating in class:

Your participation in *your* classes is a vital part of *your* learning. Fully participating means that you are on time, prepared for class, and taking an active, thoughtful and voluntary role in your learning, and in the learning atmosphere of the classroom. When you participate, you make our class work, and you also practice important job (and life!) related skills: cooperating with others, learning with others, listening to others, supporting others, and working as part of a team.

When You Need Assistance**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 located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Writing Center Assistance: *The Writing Center on the Bowling Green campus* will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU START Centers will be offering writing tutoring sessions via Zoom as well as in person in their Glasgow and Elizabethtown locations. More information on how to make appointments and what to expect from your appointment will continue to be posted at (<https://www.wku.edu/startcenter/>).

Learning Assistance:

The Learning Center (TLC) aims to promote student success, enhance student performance, and increase student retention at Western Kentucky University. TLC helps students enhance their academic performance and sharpen their skills to be successful Western Kentucky University graduates. Tutoring through The Learning Center is for any and all WKU undergraduate students, whether you consider yourself a strong academic student or not. Tutors are students just like you and have taken the courses you need help with. TLC hopes that their tutoring empowers students to feel more confident in their academic abilities, and to give them more vision with how to move forward in their coursework.

Academic Integrity:

Students are expected to conduct themselves according to the principles defined in the [WKU Student Code of Conduct](#). Any student or group found to have committed an act of academic dishonesty shall have their case turned over to the Office of Student Conduct for disciplinary action. Academic dishonesty includes, but is not limited to: cheating, plagiarism, fabrication, or misrepresentation, and being an accessory to an act of academic dishonesty. For more information, review the [Process for Academic Dishonesty](#).

What happens if you plagiarize or cheat:

It is expected that all of the individual assignments you complete for this course are always your own work. However, you might not know exactly what “your own work” means, so, please read again the information on plagiarism and cheating from your [WKU Student Handbook](#) (page 32) [<https://www.wku.edu/handbook/>].

Aside from copying work, plagiarism includes incorrectly citing sources or presenting someone’s information as your own, without properly crediting the source. To avoid this, you should carefully make notes to keep track of where you obtained your information. In written form, you must use quotation marks when referring to another’s work. It does not take much effort to make sure you follow the rules for using another’s thoughts.

YOU ARE RESPONSIBLE for letting your reader know whether you are:

1. Directly quoting from a source.
2. Paraphrasing closely from a source, which means using significant portions of another source’s sentences or language.
3. Using the ideas advanced by a different source.

Plagiarism Detection:

In this course you will be using an electronic plagiarism detection tool (SafeAssign within Blackboard) to confirm that you have used sources accurately in your speeches and outlines. All assignments are subject to submission for text similarity review to this plagiarism detection tool. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents. Specific instructions will be provided in class or online on how to submit your speech outlines for electronic plagiarism review.

Penalty for Academic Dishonesty:

Western Kentucky University is committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on a quiz, or purchasing papers, speeches, or other assignments may immediately receive a failing grade on the assignment and potentially in the course, and may be reported for disciplinary action. Falsified medical excuses and presenting another student's work as your own fall within the guidelines of this academic integrity policy.

As you can see, these are extreme measures for academic offenses that the University believe are serious. If you have any questions about whether you may be plagiarizing in your work, please be sure to contact your instructor well in advance of the due date for your assignment.

Title IX:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

COVID-19 Statement/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

Additional Assistance and Resources:

Technology: Contact the ITS Help Desk at 270.745.7000 – They loan laptops if you need that.

Active Shooter Preparedness video

All gender restroom

Center for Literacy website

Counseling Center

Food Security website

Safe Space

WKU Emergency Preparedness website

WKU Police website

IMPORTANT: *This course site will be using the Ultra Experience within Blackboard. As a result, the course site may look different from what you are accustomed. It is a much more simple layout and the various components are easy to access. Please review the [Introduction to Blackboard Learn with the Ultra Experience for Students video](#). I will also open the course site several days before the start of the term so that there is plenty of time for you to explore.*

Inclusion Statement:

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement:

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᏌᏍᏏᏉᏍᏔᏅ Tsalaguwetiwi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, “Jonesville was a predominantly African American community in Bowling

Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization.”

Disclaimer: The instructor reserves the right to make announced changes in the course due to extenuating circumstances.