



**UNIVERSITY OF PENNSYLVANIA
SCHOOL OF SOCIAL POLICY & PRACTICE**

SWRK 731
Clinical & Macro Child Welfare Practice

Fall 2018
Thursday 4:00PM-6:30PM
Caster #A17

COURSE DESCRIPTION

Students enrolled in this course will learn about the various contexts in which child welfare practice, policy, and services take place and the skills and modalities that are used with children, youth, and families who are the focus of child welfare intervention. Students will learn about the social conditions and unmet needs that have typically precipitated child welfare policy and ideological debates informing child welfare policy. How to structure organizations and implement planning in support of strengthening front-line practice will also be addressed. Taking stock of these policies and organizational factors, students will gain a firm understanding of how they influence, shape, and govern direct clinical practice in child protection and casework. Particular attention will be devoted to developing students' practice skills in safety assessment and safety planning, risk assessment, and permanency planning. Implementation of evidence-based, trauma-informed interventions to promote positive developmental outcomes among the racially/ethnically diverse pool of children and adolescents placed in out-of-home care will also be a focus of attention. Other topics include separation, loss, and identity development; disproportionality and disparity; and self-care in child welfare practice. In the spirit of bridging connections between macro and clinical practice, course content will delve into how direct casework services influence dependency actions in the juvenile courts. How these direct practices or interventions influence case outcomes as reported by a number of federal data reporting systems will also be discussed. A social justice framework will be applied to understand how child welfare policies and organizational services sustain child and family inequalities, especially for historically oppressed and marginalized populations who are disproportionately represented in the child welfare system

EDUCATIONAL OBJECTIVES ¹

A. Knowledge Objectives

Students will:

1. Increase knowledge of the public child welfare system, the legal system, and how federal, state and local mandates and policies influence practices and services to children and families.

¹Adapted from San Diego State University Advanced Child Welfare Practice Course

2. Understand the dual role of the child welfare caseworker to protect children and to provide services that support and preserve families.
3. Increase knowledge of clinical case management in child welfare.
4. Increase understanding of family's strengths, needs, preferences, and ethnic/cultural background and how this influences assessment and treatment plan decisions for clients and their participation in service plans.
5. Apply a social justice framework to understanding policy context and organization of services responses to child and family inequalities, especially for historically oppressed and marginalized populations.
6. Increase knowledge of how specific evidence based practice/promising practice tools are utilized to (a) evaluate risk and impact of multiple forms and types of exposure to trauma, (b) assess strengths and needs, and (c) make culturally-informed case decisions.
7. Increase knowledge of evidence-based practice research and practice-based evidence as a means to implement effective, trauma-informed child welfare practice and policy.

B. Skill Objectives

Students will:

1. Increase ability to understand the basis and purpose of child welfare policy and casework intervention and apply this knowledge to all stages of the casework process.
2. Employ strengths perspective and skills in cultural competence in establishing collaborative relationships.
3. Recognize and accurately identify physical, emotional, and behavioral indicators of child abuse, child neglect, and child sexual abuse in children and families and take appropriate action to protect children from maltreatment.
4. Ability to balance role of authority to intervene to protect children and youth with responsibility to establish a helping relationship with the abusive and neglectful family.
5. Develop skills in interviewing children and adolescents, conducting safety assessments, safety planning, risk and strength-based child and family centered assessment planning.
6. Develop skills in implementing evidence- based, trauma-informed practice and policy services for assessments, interventions, and forensic purposes.
7. Demonstrate and apply critical thinking skills for differentiating and selecting appropriate interventions in child welfare practice and policy services.
8. Develop analytical and assessment skills in drafting a court report and case plan.

COURSE READINGS

1. Required Books (available at the Penn Bookstore)
 - A. Berrick, J. (2009). *Take me home: Protecting America's vulnerable children and families*. Oxford: Oxford University Press.
 - B. Myers, J.E B. (Ed.). (2010). *The APSAC handbook on child maltreatment* (3rd ed.). Thousand Oaks, CA: Sage.
 - C. Shlonsky, A. & Benbenishty, R. (2013). *From evidence to outcomes in child welfare: An international reader*. Oxford: Oxford University Press.

D. Testa, M.F. & Poertner, J. (2010). *Fostering accountability: Using evidence to guide & improve child welfare policy*. Oxford: Oxford University Press.

2. Required Articles & Other Readings

All articles and other readings, like select chapters, will be posted to the course website on Canvas: <http://upenn.instructure.com>

3. Supplemental Books

- A. Turneall, A. & Edwards, S. (1999). *Signs of safety: A solution and safety oriented approach to child protection casework*. NY: W.W. Norton.
- B. Wulczyn, F., Barth, R.P., Yuan, Y.Y.T., Harden, B.J., & Landsverk, J. (2005). *Beyond common sense: Child welfare, child well-being, & evidence for policy reform*. Chicago: Chapin Hall Center for Children.

***A note about accessing the books – If you do not want to purchase the books & Van Pelt's copies are checked out, you can get them via Interlibrary Loan (ILL):*

<http://webdoc.library.upenn.edu/ill-vanpelt.html> **

COURSE EXPECTATIONS & ASSIGNMENTS

1. Read all readings before class
2. Attend class & actively participate
3. Complete written assignments & submit via Canvas on-time
4. Make one elevator speech to your classmates

Written Assignments & Presentations

1. Case Study Research Paper (35%)
2. Elevator Child Welfare Policy and Practice Speech (20%)
3. Policy Paper (35%)
4. Child Welfare in the News (5%)
5. Class Participation (5%)

GRADING POLICY

Grades on assignments are based on the completeness, timeliness, use of the literature and quality of the work. Students are expected to integrate the reading and their conceptual and theoretical frameworks into the assignments. Additional research beyond the required reading may be required depending on the assignment. The final grade reflects the extent to which each student has met the objectives of the course and mastered the knowledge and skills of child welfare practice as demonstrated in the assignments and classroom participation.

Grading Scale for This Class:

95-100=A	80-82=B-
90-94=A-	77-79=C+
87-89=B+	73-76=C
83-86=B	70-72=C-

ATTENDANCE

This class meets once/week. Classroom learning is a fundamental component of your professional education. Attendance is therefore expected and will be considered in the determination of overall achievement of class learning objectives. In the event that you are sick or cannot attend class for another reason, you must notify both instructors as soon as possible. Excessive absenteeism (i.e., missing more than two classes) is considered a serious problem that the instructor will handle by meeting with the student and determining whether the student's educational adviser should be notified. Excessive absenteeism could result in course failure.

LATE ASSIGNMENTS

Late assignments are ***strongly discouraged***. In case of a dire, life-threatening emergency, a late assignment may be accepted *at the discretion of the instructors*. If permission for late submission is *not granted before breaking a deadline*, the grade will be reduced 10%, and another 10% reduction will occur each day (including weekends) that the assignment is late, starting with the day following the original due date. Please note that technical difficulties are not an acceptable excuse for turning in an assignment late.

REFERENCES & WRITING

All written work must be submitted double-spaced, with the exception of the policy memo, which should be submitted single-spaced. All written work must conform to APA style, 6th edition, and use Times New Roman or Arial in 12 pts with 1" margins. All assignments are to be submitted via CANVAS.

APA style, 6th edition should be used for references and writing. The best reference is the *Publication Manual of the American Psychological Association, Sixth Edition (2010)*. The following web sites provide additional information:

<http://www.apastyle.org/apa-style-help.aspx>

<http://owl.english.purdue.edu/owl/resource/560/02/> (see links on the menu on the left)

http://ssw.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf

STATEMENT ON ACADEMIC INTEGRITY

Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions



and other actions. Students are expected to be familiar with the Code, which can be found at <http://www.upenn.edu/academicintegrity/>.

ELECTRONIC COMMUNICATION

This course uses Canvas (<http://upenn.instructure.com>). Please check this website frequently as all announcements, assignments, lecture notes, additional readings, etc. will be posted here. In addition to Canvas, primary means of communication outside of regular class hours is via email. It is important that you check your Penn email account regularly. If you do not use your Penn email address as your primary account, please arrange to have Penn email forwarded to your preferred account. We respond to most messages within 24-48 hours Monday-Friday. If there is an urgent situation that requires immediate attention, please include the word "URGENT" in the subject of your email.

ELECTRONIC DEVICES

Please set your cell phones to silent/vibrate. If you must respond to your cell phone, please do so in a way that minimizes class disruption. *Do not text during class.* Use of laptops is permitted as a tool for legitimate note taking, small group activities, and in-class assignments or as an approved accommodation for students with disabilities.

COURSE OUTLINE & READINGS

1: AUG. 30: Introductions; Systems Response to Child Maltreatment; Brief Historical Overview; Child Abuse Reporting

Reading

- Berrick, J. (2009). Securing a Safe Home for Children: A New National Priority and Prevention: Unrealized Potential, Unrecognized Faults. In *Take Me Home* (pp. 3-29).
- Lepore, J. (2016). Baby Doe: A political history of tragedy. *The New Yorker*, 2/1/16.
- Myers, J. (2011). A Short History of Child Protection in America. In *The APSAC Handbook on Child Maltreatment* (pp. 1-15).

Supplemental Reading:

- Turnell, A. & Edwards, S. (1999). Child Protection: A Global Perspective. In *Signs of Safety: A Solution and Safety Oriented Approach to Child Protection Casework* (pp. 1-28).

2: SEPT. 6: Outcomes Monitoring & Data Analysis

CW in the 21st Century; Logic of Results Oriented Accountability; Outcomes Monitoring in CW

Guest Lecturer: Allison Thompson, PhD, MSS; Intervention Development Director, Philadelphia Department of Human Services

Note: *Dr. Greeson will be attending a research conference in Prague this week. Dr. Thompson will guest lecture in person and Dr. Garcia will join via Zoom.*

Reading:

- Testa & Poertner, Chapter 1
- Carnochan S., et al. (2013). The context of child welfare performance measures. *Journal of Evidence-Based Social Work*, 10(3), 147-160.
- Courtney, M.E. (2004). Unintended consequences of the push for accountability: The case of national child welfare performance standards. *Children & Youth Services Review*, 26(12), 1141-1154.

Supplemental Reading:

- Testa & Poertner, Chapters 2-4
- Tilbury, C. (2007). Shaping child welfare policy via performance measurement. *Child Welfare*, 86(6), 115-135.

3: SEPT. 13: Child Welfare Financing 101 & Major Federal Child Welfare Legislation/Policy (1974-Present)

CAPTA; ICWA; Adoption Assistance & CW Act; Child Abuse Amendments of 1984; Child Abuse Prevention, Adoption, & Family Services Act of 1988; Child Abuse, DV, Adoption, & Family Services Act of 1992; Family Preservation & Family Support Services Program Act of 1993; Interethnic Provisions of 1996; CAPTA 1996; ASFA; Chafee Act; Fostering Connections to Success & Increasing Adoptions Act; Family First Prevention Services Act of 2018

Reading:

Overview

- Rome, S.H. (2010). Promoting family integrity: The Child Protection Act and its implication for public child welfare. *Journal of Public Child Welfare*, 4(3), 245-262.

MEPA

- Simon, R. & Alstein, H. (1996). The case for transracial adoption. *Children & Youth Services Review*, 18(1-2), 5-22.

ICWA

- Quash-Mah, S., Stockard, J., Johnson-Shelton, D., & Crowley, R. (2010). Fulfilling the hope of ICWA: The role of community context. *Children & Youth Services Review*, 32, 896-901.

ASFA

- Gendell, S.J. (2001). In search of permanency: A reflection on the first 3 years of the Adoption and Safe Families Act implementation. *Family Court Review*, 39(1), 25-42.

Chafee Act & Fostering Connections Act

- Schelbe, L.A. (2011). Policy analysis of Fostering Connections to Success & Increasing Adoptions Act of 2008. *Journal of Human Behavior in the Social Environment*, 21(5), 555-576.

Child Welfare Financing

- Child Trends (2016). *A Primer On Title IV-E Funding For Child Welfare*. Washington, DC: Child Trends: Publication #2016-04.
- Jordan, E., & Connelly, D.D. (2016). *An Introduction To Child Welfare Funding & How States Use It*. Washington, DC: Child Trends: Publication #2016-01.

Supplemental Reading:

- Adler, L. (2001). The meanings of permanence: A critical analysis of the Adoption and Safe Families Act of 1997. *Harvard Journal on Legislation*, 38, 1-.
- Collins, M.E. (2004). Enhancing services to youths leaving foster care. Analysis of recent legislation & its potential impact. *Children & Youth Services Review*, 26, 1051-1065.
- Hollinger, J. (1998). A Guide to the Multiethnic Placement Act of 1994: As Amended by the Interethnic Adoption Provisions of 1996. Retrieved from <http://www.acf.hhs.gov/programs/cb/pubs/mepa94/index.htm>

4: SEPT. 20: Evidence-Based Child Welfare Policymaking

Use of child well being as an outcome for children involved in the CWS; Role of evidence in policymaking; Examples of evidence; What works?

Reading:

- Jones, A.S., LaLiberte, T., & Piescher, K.N. (in press). Defining & strengthening child well-being in child protection. *Children & Youth Services Review*, doi: [10.1016/j.childyouth.2015.05.001](https://doi.org/10.1016/j.childyouth.2015.05.001)
- Stone, D. (2014). U.S. foster care: A flawed solution that leads to long-term problems? Retrieved from <http://www.stirjournal.com/2014/05/12/u-s-foster-care-a-flawed-solution-that-leads-to-more-long-term-problems/>
- Wulczyn et al., Chapters 1, 2 & 7

5: SEPT. 27: Research Review & Evaluation

Data for policy planning & analysis; research review of evidence in CW; Evaluation of CW interventions; Dr. Greeson's implementation & evaluation of a novel CW intervention

Reading:

- Testa & Poertner, Chapters 5-7
- Shlonsky & Benbenishty, Chapter 7

OCT. 4: FALL BREAK – NO CLASS

6: OCT. 11: Evidence-Based and Evidence-Informed Organizational Procedures & Policies

Reading:

- Barth, R.P., Greeson, J.K.P., Zlotnik, S.R., & Chintapalli, L.K. (2011). Evidence-based practice for youth in supervised out- of-home care: A framework for development, definition, and evaluation. *Journal of Evidence-Based Social Work*, 8(5), 501-528.
- Littell, J. & Shlonsky, A. (2010). Toward evidence-informed policy and practice in child welfare. *Research on Social Work Practice*, 20(6), 723-725.
- Walsh, C., Reutz, J.R., & Williams, R. (2015). *Selecting & implementing evidence-based practices: A guide for child & family serving systems*. The California Evidence-Based Clearinghouse for Child Welfare.
- Chapter 4 of *From Evidence to Outcomes in Child Welfare* (Eds. Shlonsky & Benbenishty). Common Elements & Common Factors Approaches to Evidence-Informed Children’s Services by Barth & Lee.
- Williams, N.J., & Glisson, C. (2013). Reducing turnover is not enough: The need for proficient organizational cultures to support positive youth outcomes. *Children & Youth Services Review*, 35, 1871-1877.

Supplemental Reading:

- Andrews, A. & McMillan, L. (2013). Evidence-based principles for choosing programs to serve parents in the child welfare system. *Administration in Social Work*, 37(2), 106-119.
- Carter, B. (2012). Developing and implementing an appreciative ‘Quality of Care’ approach to child neglect practice. *Child Abuse Review*, 21, 81-98.
- McConnell, D., Breitreuz, R., Savage, A. (2012). Independent evaluation of the Triple P Positive Parenting Program in family support service setting. *Child and Family Social Work*, 17, 43-54.
- Chapter 5 of *From Evidence to Outcomes in Child Welfare* (Eds. Shlonsky & Benbenishty). Using Implementation Science to Improve Service & Practice in Child Welfare: Actions & Essential Elements by Mildon, Dickinson & Shlonsky.

7: OCT. 18: Trauma-Informed Child Welfare Practice

What is child traumatic stress? The incidence & impact of trauma on children in the CWS; Essential elements of trauma-informed CW practice; Delivery of trauma-informed care

Due: Watch movie [Short Term 12](#) before class (available on Netflix, at Van Pelt & Dr. Greeson has a copy she can lend)

Reading:

- Fratto, C.M. (2016). Trauma-informed care for youth in foster care. *Archives of Psychiatric Nursing*, 30, 439-446.
- Greeson, J.K.P., Briggs, E.C., Kisiel, C., Ake, G.S., Layne, C.M., Ko, S.J., et al. (2011). Complex trauma and mental health in children and adolescents placed in foster care: Findings

from the National Child Traumatic Stress Network. *Child Welfare*, 90(6), 91-108.

- Greeson, J.K.P., Briggs, E.C., Layne, C.M., Belcher, H.M.E., Ostrowski, S.A., Kim, S., Lee, R.C., Vivrette, R., Pynoos, R.S., & Fairbank, J.A. (2014). Traumatic childhood experiences in the 21st century: Broadening & building on the ACE studies with data from the National Child Traumatic Stress Network. *Journal of Interpersonal Violence*, 29(3), 536-556.
- Langley, A., Santiago, C. D., Rodríguez, A., & Zelaya, J. (2013). Improving implementation of mental health services for trauma in multicultural elementary schools: Stakeholder perspectives on parent and educator engagement. *The Journal of Behavioral Health Services & Research*, 40(3), 247-262.

Supplemental Reading:

- LaLiberte, T. & Crudo, T. (2013). *Trauma-informed child welfare practice*. Retrieved from: http://www.traumacenter.org/products/pdf_files/Complex%20Trauma%20in%20Child%20Welfare.pdf
- Palinkas, L.A., Fuentes, D., Finno, M., Garcia, A.R., Holloway, I.W., & Chamberlain, P. (2012). Inter-organizational collaboration in the implementation of evidence-based practices among public agencies serving abused and neglected youth. *Administration and Policy in Mental Health and Mental Health Services Research*. DOI 10.1007/s10488-012-0437-5.
- The National Child Traumatic Stress Network. (2013). *The child welfare trauma training toolkit, 2nd edition*. Retrieved from: <http://www.nctsn.org/products/child-welfare-trauma-training-toolkit-2008>

Due OCT. 25: Policy Paper (submit by 4PM via Canvas)

8: No Class on OCT. 25. Instead, class will convene on Saturday, OCT. 27 from 9:30-noon for Part I and 1-3:30pm for Part II at 3815 Walnut Street in Room 230

Part I: Case Procedures and Legal Issues in Child Protection Casework

Reading:

- DePanfilis, D. (2011). Child Protection System. In *The APSAC Handbook on Child Maltreatment* (pp. 39-52).
- MacFarquhar, L. (2017). When should a child be taken from his parents? *The New Yorker*, 7/31/17. Retrieved from <https://www.newyorker.com/magazine/2017/08/07/when-should-a-child-be-taken-from-his-parents/amp>
- Myers, J. (2011). Legal Issues in Child Abuse and Neglect. In *The APSAC Handbook on Child Maltreatment* (pp. 361-375).
- Pence, D. (2011). Child Abuse and Neglect Investigation. In *The APSAC Handbook on Child Maltreatment* (pp. 323-325).

Supplemental Reading:

- Ainsworth, F. & Hansen, P. (2013). Doing harm while doing good: The child protection paradox. *Child and Youth Services*, 33(2), 146-157.
- Davies, P. (2011). The impact of a child protection investigation: A personal reflective account. *Child & Family Social Work*, 16, 201-209.

- Myers, J. (2011). Proving Child Maltreatment in Court. In *The APSAC Handbook on Child Maltreatment* (pp. 377-397).

Part II: Types of Abuse: Identification, Intervention & Treatment: Physical Abuse & Neglect

Reading:

- Farrell Erickson, M. & Egeland, B. (2011). Child Neglect. *The APSAC Handbook on Child Maltreatment* (pp. 103-124).
- Kim, J. & Cicchetti, D. (2012). Longitudinal pathways linking child maltreatment, emotion regulation, peer relations, and psychopathology. *Journal of Child Psychology and Psychiatry*, 51(6), 706-716. 10
- Runyon, M. & Urquiza, A. Child Physical Abuse: Interventions for Parents who Engage in Coercive Parenting Practices and Their Children. In *The APSAC Handbook on Child Maltreatment* (pp. 195-212).

Supplemental Reading:

- Baer, J. & Martinez, C. (2006). Child maltreatment and insecure attachment: A meta-analysis. *Journal of Reproductive and Infant Psychology*, 24(3), 187-197.
- Damashek, A., McDiarmid Nelson, M. & Bonner, B. (2013). Fatal child maltreatment: Characteristics of deaths from physical abuse versus neglect. *Child Abuse & Neglect*, 37, 735-744.
- Dubowitz, H. (2011). Neglect of Children's Health Care. In *The APSAC Handbook on Child Maltreatment* (pp. 145-165).
- Graham-Berman & Howell, K. Child Maltreatment in the Context of Intimate Partner Violence. In *The APSAC Handbook on Child Maltreatment* (pp. 167-180).
- Hart, S., Brussard, M., et al. (2011). Psychological Maltreatment. In *The APSAC Handbook on Child Maltreatment* (pp. 125-144).

Due: Draft of Parts A & B of case study due on NOV. 8 (feedback provided by 11/12/18).

9. No Class on NOV. 1 and NOV. 8. Instead, class will convene on Saturday, NOV. 10 from 9:30-noon for Part 1 and 1-3:30pm for Part II at 3815 Walnut Street in Room 230

Part I: Types of Abuse: Identification, Intervention and Treatment: Sexual Abuse

Reading:

- Berliner, L. (2011). Child Sexual Abuse: Definitions, Prevalence, and Consequences. *The APSAC Handbook on Child Maltreatment* (pp. 215-232).
- Lyon, T. & Ahern, E. (2011). Disclosure of Child Sexual Abuse: Implications for Interviewing. In *The APSAC Handbook on Child Maltreatment* (pp.233-252).
- Pollio, E. & Deblinger, E. & Runyon, M. (2011). Mental Health Treatment for the Effects of Child Sexual Abuse. In *The APSAC Handbook on Child Maltreatment* (pp. 267-288).

Supplemental Reading:

- Alaggia, R. (2002). Balancing acts: Reconceptualizing support in maternal response to intra-familial child sexual abuse. *Clinical Social Work Journal*, 30(1), 41-56.

Part II: Evidence-informed inter-disciplinary practices and approaches to addressing the effects of Adverse Childhood Experiences

Reading:

- Garcia, A., Puckett, A., Ezell, M., Pecora, P. J., Tanoury, T., & Rodriguez, W. (2014). Three models of collaborative child protection: What is their influence on short stays in foster care? *Child & Family Social Work, 19*(2), 125-135.
- Campie, P. E., Pakstis, A., Flynn, K., & McDermott, K. (2015). Developing a coherent approach to youth well-being in the fields of child welfare, juvenile justice, education, and health: A systematic literature review. *Families in Society: The Journal of Contemporary Social Services, 96*(3), 175-184.
- Turnell, A. (2012). *Signs of Safety Briefing Paper*. 2nd Edition. Retrieved from: <http://www.aascf.com/pdf/Signs%20of%20Safety%20Breifing%20paper%20April%202012.pdf>

10. NOV. 15: Disparities and Disproportionality in Child Welfare and Child Well-being: Implications for Evidence-Based Assessment & Intervention

Reading:

Read either A or B and the remaining two articles (C & D):

- A) Garcia, A.R., Kim, M., & DeNard, C. (2016). Context matters: The state of racial disparities in mental health services among youth reported to child welfare in 1999 and 2009. *Children and Youth Services Review, 61*, 1-12.
- B) Garcia, A.R., Circo, E., DeNard, C., & Hernandez, N. (2015). Barriers and facilitators to delivering effective mental health practice strategies for youth and families served by the child welfare system. *Children and Youth Services Review, 52*, 110-122.
- C) Garcia, A. (2009). Contextual pathways to Latino child welfare involvement: A theoretical model located in the intersections of place, culture, and socio-structural factors. *Children and Youth Service Review, 31*(12), 1240-1250.
- D) Sanders-Phillips, K., Settles-Reaves, B., Walker, D., & Brownlow, J. (2009). Social inequality and racial discrimination: Risk factors for health disparities in children of color. *Pediatrics, 124*(suppl. 3), S176–S186. doi:10.1542/peds.2009–1100E.

Supplemental Reading:

- Anyon, Y. (2011). Reducing racial disparities and disproportionalities in the child welfare system: Policy perspectives about how to serve the best interests of African American youth. *Children and Youth Services Review, 33*(2), 242-253.
- Garcia, A.R., Palinkas, L.A., Snowden, L. & Landsverk, L. (2013). Looking beneath and in-between the hidden surfaces: A critical review of defining, measuring and contextualizing mental health service disparities in the child welfare system. *Children and Youth Services Review, 35*(10), 1727-1733.
- Hines, A.M., Lemon, K., Wyatt, P., & Merdinger, J. (2004). Factors related to the disproportionate involvement of children of color in the child welfare system: A review and emerging themes. *Children and Youth Services Review, 28*, 1-12.
- Horwitz, Hurlburt, Goldhaber-Fiebert, Heneghan, Zhang, Rolls-Reutz, Fisher, Landsverk &

Stein (2012). Mental health services use by children investigated by child welfare agencies. *Pediatrics*, 130(5), 861-869.

- Kriz, K. & Skivenes, M. (2012). Child-centric or family focused? A study of child welfare workers' perception of ethnic minority children in England and Norway. *Child & Family Social Work*, 17, 448-457.
- Montoya, L., Giardino, A., & Leventhal, J. (2010). Mental health referral services for maltreated children and child protection evaluations of children with special needs: A national survey of hospital and community based medically oriented teams. *Child Abuse & Neglect*, 34(8), 593-601.

Due: Draft of Part C of case study due on NOV 20 (feedback provided by 11/26).

NOV. 20, 22, and 29: No class sessions held. *Happy Thanksgiving!*

11: DEC. 6: (1) Elevator Policy & Practice Speeches, (2) Flexibility, Innovation, & Experimentation, & Wrap-Up

Due: Elevator Speech on Thursday, 12/6/18 and **Final Case Study** due Monday, 12/10/18

Assignments

Policy Paper

DUE: 10/25/18 (by 4PM on Canvas)

For your policy paper assignment, you will be required to devise a policy based on a problem you identify in the field of child welfare. The identified problem can be currently addressed by policy, but your policy must be new and not already exist elsewhere. Paper should be 8-10 pages, double-spaced, not including references. Additional guidelines will be provided.

Elevator Policy & Practice Speech

DUE: 12/6/18 (in class)

You will develop and deliver a 3 MINUTE “elevator speech” to the class about the proposed policy that is the subject of your policy paper. Build your pitch following these steps:

1. Who are you professionally? You can use your field placement to identify yourself.
2. What is your policy area & what are the unmet needs that precipitated your policy? (In other words, what’s the problem your policy addresses?)
3. What are major tenants of your policy? (In other words, what is your policy solution?)
4. How will your policy be carried through (In other words, what is the funding mechanism)?
5. Why is your policy important? Why should we care?
6. What are the practice implications for your policy? How might your policy, if implemented, change child welfare practice at the direct/micro level? You can draw upon personal practice and your case study, or whatever else to draw connections between your proposed policy and direct practice.

Remember, an "Elevator Pitch" is a concise, carefully planned, and well-practiced message about your policy and practice implications that your grandmother should be able to understand in the time it would take to ride up an elevator, or in our case for class, 3 minutes.

Case Study: Child Welfare Case and Service Planning

DRAFT OF PARTS A & B DUE: 11/8/18

DRAFT OF PART C DUE: 11/20/18

FINAL PAPER (PARTS A-C) WITH SELF-REFLECTION DUE: 12/10/18

The goal of this assignment is to challenge students’ to critically engage in child welfare case planning and intervention development. Major tasks include developing a comprehensive case assessment, and using theory and research evidence to identify the most effective services to promote safety, permanency, and well-being. To achieve these objectives, students’ will be asked to view a documentary (**available online via the Upenn library**) of a child’s experience with navigating the foster care system. Students are required to complete the following tasks in sequential order:

PART A: Gather information from the documentary to develop a comprehensive bio-psycho-social assessment. Relevant tools discussed and provided in class (e.g., genograms, eco-maps, trauma-informed assessment tools) should be used. **DRAFT DUE 11/8/18** (*Page length: no more*

than one single-spaced page).

PART B: Identify and clearly explain how at least one theoretical orientation may explain etiology (causes of the child’s behavior) and help inform and guide assessment and intervention case planning. **DRAFT DUE 11/8/18.** (Page length: 4-5 pages).

PART C: Relying upon your assessment and theoretical orientation, develop a comprehensive case plan, inclusive of evidence and trauma-informed services and interventions to promote safety, permanency, and well-being. The case plan should include justification for your placement recommendation, why other placement options are not suitable, and how services will promote positive developmental outcomes. Please refer to Berrick’s *Take Me Home* to assist you in the process of permanency planning. **DRAFT DUE 11/20/18.** (Page length: 5-7 pages).

SELF-REFLECTION: Discuss challenges and lessons learned, and identify points of fairness and equity. (Page length: no more than 1 page).

FINAL PAPER (inclusive of Parts A, B, & C) and Self-Reflection: DUE 12/10/18.

Additional guidelines and details for each section will be provided.

Child Welfare in the News

Each week, one or two students will be assigned to bring a current child welfare news story to class related to the topic for that week. At the start of each class, the student(s) will summarize the story for us and then ask the class one discussion question. We will then spend about 10 minutes discussing the question. Should a given topic yield a lack of a *current* news story, the student(s) should let the instructors know and he/she/they can then use an “old” story. Should there be difficulty finding any story, the student(s) should let the instructors know ASAP and we will assist. For the weeks where 2 students are assigned, they will work together to identify one story and one discussion question.

Session	Topic	Student(s)
2	Outcomes Monitoring & Data Analysis	Holly D.
3	Child Welfare Financing 101 & Major Federal Child Welfare Legislation/Policy	Nehal E.
4	Evidence-Based Child Welfare Policymaking	Alexis M.
5	Research Review & Evaluation	Dwana M.
6	Evidence-Based/Evidence-Informed Interventions; Organizational Procedures & Policies	Kimberly R.
7	Trauma-Informed Child Welfare Practice	Helen S.; Ashley R.
8	Case Procedures and Legal Issues and/or Physical Abuse & Neglect	Danielle D.; Megan O.
9	Sexual Abuse and/or Inter-disciplinary Practices	Teresa M.; Alyse S.
10	Disparities and Disproportionality in Child Welfare	Katey M.; Megan Y.