

Sociology 316—"Child Welfare"—(Fall 2007)

Instructor: Alton J Smart

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Text: Crosson-Tower, Cynthia (2001) Exploring Child Welfare: A Practice Perspective, Needham Heights, MA: Allyn and Bacon
And other assigned readings or handouts on reserve

Course Description

are divided

This course is designed to provide students with an overview of child services from an **Historical, theoretical and practice perspective**. Services to children and their families are divided into three areas: support services or those which enhance family life; supplemental services are those that help the struggling family to maintain or regain balance and substitute services or those that provide for the child when the family is unable or unwilling; this can be on a temporary or permanent basis. Each service is considered from the etiology, rationale of services, and the provisions of the services, how the consumer views the service, and the trend that may affect the future provisions of the service. Services are also discussed in light of diverse populations.

Course objectives

At the end of the course students should be able to:

- 1) Discuss how services to children and families are provided along a continuum from the least intrusive (support services), to somewhat more comprehensive (supplemental services) to services that substitute either temporarily or permanently, for their natural family (substitute services)
- 2) Discuss the history of the provision of services for children and their families in the United States.
- 3) Explain the role of the family in the lives of children, how these roles can break down and how they differ according to the influence of diversity.
 - a. Demonstrate an understanding of how such social issues as poverty, violence, drug abuse and homelessness impact children and their families.
- 4) Recognize the concepts of family preservation, family support and permanency planning and explain what each means to children and families.
- 5) Give a brief overview of such services as day care, services in schools, counseling, court services, protective services, services to teen parents, foster care adoption, and residential services.
- 6) Discuss the impact of children's services on those they serve
- 7) Develop a base foundation of child welfare practice skills in the areas of case management, investigation, interviewing, and treatment, foster care planning.

Class Requirements

- 1) Students are expected to attend all classes, complete assigned readings, and participate in all class discussions and activities. Failure to attend classes regularly may affect your grade.
- 2) Assignments are to be completed and handed in on time, barring serious, unforeseen circumstances. If such, please notify the instructor as soon as reasonably possible. Late assignments may be submitted but a point penalty will be deducted from the grade.
- 3) All papers should be typed or done on a computer word processor. It is expected that these will be doubled spaced and properly referenced.

Class Assignments

- 1) Tests 100 points each. There will be two tests during the semester; a midterm and final. Test material will be generated from readings, class discussions, video or by a guest speaker up to that exam.
- 2) Final project: 100 points
 - (a) Mock Trial – presentations to the mock court on CHIP's cases
- 3) In class activities (includes attendance) 100 points
- 4) In lieu of exams students may choose to do weekly summaries of weekly class content and submit them on D2L. Summaries are graded on Content, Depth of Content and Original Thought. The Summary consists of two parts; an outline and a narrative. Narrative is based on the outline. Each summary length is approximately 2 to 4 pages. Summaries are due anytime prior to the next class.

Total points: 400 points

A = 372 to 400

A- = 360 to 371

B+ = 348 to 359

B = 336 to 347

B- = 324 to 335