Final Report
Professional Education for Current and Prospective Public Child Welfare Practitioners Leading to the Bachelor of Social Work (BSW) Degree
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State of Utah BSW Child Welfare Traineeship Collaborative
The University of Utah & Utah State University

Submitted by
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IV. Executive Summary

The State of Utah BSW Child Welfare Traineeship Collaborative reached the end of a 12-month no-cost extension period on September 30, 2010. The project aimed to increase the Utah Division of Child and Family Services' (DCFS) ability to respond in a competent manner to the complex problems confronting the children and families it serves through the provision of child welfare-specific, competency-based training to prospective BSW-level public child welfare staff. The project set out to achieve this principal goal by accomplishing the following objectives: 1- Reforming and developing child welfare specific curriculum within existing BSW programs at the state's two largest public universities leading to the delivery of competency-based child welfare courses that teach to the critical knowledge, values, and skills required by today's public child welfare staff, 2- Increasing the number of public child welfare (DCFS) field placements through traineeships, and 3- Improving the quality of supervision of students in public child welfare (DCFS) field placements through intensive field instructor training and support. These efforts were designed to ultimately provide DCFS and other public child welfare agencies with well-trained employee prospects. The project’s activities and accomplishments related to these objectives are summarized below.

Objective 1: Reform and develop child welfare specific curriculum within existing BSW programs through a collaboration between the state's two largest public universities leading to the delivery of competency-based child welfare courses that teach to the critical knowledge, values, and skills required by today's public child welfare staff.

The project accomplished this objective by reforming or developing four child welfare courses taught by faculty at the University of Utah and Utah State University simultaneously to student trainees at both universities. The courses included Introduction to Child Welfare, Child Welfare Theories, Forensic Child Welfare, and Advanced Child Welfare Practice. A child welfare-focused practicum seminar was also developed for the first cohort of students at Utah State University (the University of Utah BSW program does not offer seminars for students in practicum). Syllabi for these courses and seminar are attached to this report.

The development and revision of the courses was informed by a literature review that identified critical competencies for child welfare practice. A child welfare expert at the University of Utah College of Social Work, who also served as the Advisory Board chair, conducted the literature review. The Advisory Board, comprised of BSW program directors and faculty child welfare experts, also guided the curriculum design process.

The four courses were taught three times each during the project. Trainees took the introductory child welfare course and theory course during the fall and spring semester of their junior year, respectively. The forensic course was taken during the fall of the senior year and the advanced practice course was taken the following spring. As well, the child welfare-focused practicum seminar was offered to the first cohort of Utah State University trainees during their senior year. The seminar was not offered to the second and third cohorts because of feedback from the trainees. The seminar itself was not the problem. Rather, trainees did not like being separated from the other students preferring instead to participate in the regular practicum
seminar. Program faculty also believed it was preferable to not separate the trainees from their social work classmates for seminar because of the broader exposure to social work practice the combined seminar offered.

Program evaluation results suggest that student trainees achieved significant gains in child welfare competencies during the course of their traineeships. Although the evaluation methodology cannot account for the unique role the four child welfare courses played in the achievement of these gains, the results, trainee feedback particularly, suggest they did contribute significantly.

**Objective 2: Increase the number of public child welfare (DCFS) field placements through traineeships**

The project successfully increased the number of child welfare field placements utilized by the social work programs at Utah State University and the University of Utah. When the project began only a handful of child welfare placements were available. During the course of the project the number of DCFS placements doubled from four to eight. Placements were also developed at the Guardian ad Litem’s Office, child and family support centers, and Juvenile Justice Services (the state agency charged with serving ungovernable youth). In all, the number of placements within agencies serving the public child welfare population utilized by both universities doubled from about 10 to approximately 20. Before this project began, agencies with a public child welfare mission struggled to attract student interns. That changed dramatically during the project’s life (no doubt thanks to the generous stipends associated with the traineeship). Competition for placements, with DCFS particularly, became fierce, as students became eager to see how classroom lessons played-out in “real life.”

Program evaluation results suggest that student trainees greatly valued these placement experiences for the “hands-on” training they provided. Trainees also frequently reported how the practicum reinforced and amplified what was learned in the classroom. In some cases, the internships led to employment opportunities within the agency.

**Objective 3: Improve the quality of supervision of students in public child welfare (DCFS) field placements through intensive field instructor training and support**

The project was not successful in improving the quality of supervision of student trainees placed in public child welfare agencies. Although the quality of the supervision and training provided was in line with the standards for field instructors set by each university, providing additional, intensive training and support proved difficult. Field instructors are often overwhelmed with their caseloads and supervisory duties and consequently struggle to make time for “extra” trainings and meetings. What’s more, they typically do not receive agency support for these activities.

When the first cohort began their placements the PI worked with filed directors at both universities to offer additional group training and supervision to those serving as field instructors to trainees. The response was underwhelming. So, the PI worked with agency and university personnel to identify alternative methods of providing field instructor support and education. The PI held meetings with agency managers/directors to promote the traineeship program in hopes of
improving field instructor access to training opportunities and increasing the number of practicum placements and increasing the number of trainees hired. By the time the second cohort began their placements it was clear that asking dedicated liaisons at the U of U and USU to meet on an individual basis with field instructors to provide them with additional support was the only viable option for achieving this objective. The second and third cohorts used this approach. Although the efforts resulted in increased placements, they did not substantially improve field instructor engagement in training and supervision activities.

Evaluation Activities and Findings

At the outset of the project a database for tracking trainee progress was created. The information stored in the database (e.g., demographic, academic, etc.) was/is used to monitor and evaluate project processes and outcomes. The attached logic model provides an overview of the evaluation design.

Process Evaluation

Focus groups served as the primary formative evaluation tool. Every spring the PI/evaluator conducted annual focus groups with each trainee cohort. Discussion topics included:

- Overall program strengths and weaknesses,
- Course strengths and weaknesses, and
- Program impacts on students’ values, knowledge, and skills

Focus group results consistently indicated that students were generally satisfied with the program. They appreciated receiving instruction highly specific to their future employment and greatly valued their practicum placements. Feedback from focus group was consistently used to improve the project. For example, as was mentioned above, students in the first cohort disliked being separated from the other social work students for practicum seminar. They argued that they were missing out on learning about other agencies and resources in the area from their classmates who were placed in agencies outside of the child welfare field (processing practicum experiences together is a major focus of practicum seminar). The PI and Advisory Board considered this feedback and decided to discontinue the child welfare-focused practicum seminar with future cohorts. Focus group feedback also guided efforts to improve the four child welfare courses taught throughout the project as did course evaluations.

Outcomes Evaluation

The PI/evaluator adapted a tool developed by the social work program at Stockton College (another grantee) to measure the degree to which trainees developed key child welfare practice competencies during the traineeship. This tool, referred to as the Stockton College Child Welfare Competency Tool, was deployed as a pre/post measure (this instrument is included in the attachment to this report). Competencies are rated on a scale from 0, indicating no competency, to 5, indicating a high degree of competency. Each current cohort completed this instrument at the beginning and end of the traineeship. They were asked to rate their knowledge and skill levels across 29 critical child welfare competencies identified through an extensive
literature review. Pre/post test results from the first two cohorts show substantial self-reported gains in child welfare competencies during the course of the program (post-tests will be administered to the current cohort when they graduate this spring). Trainees improved by 2.9 points on the composite scale, which averages scores for all 29 competency items. They also improved significantly on each of the 29 items. Paired t-tests reveal that these improvements are not attributable to chance. The degree to which the traineeship experience can be credited for these gains cannot be determined given the case control evaluation design. However, results from a survey of trainee alumni suggest that the traineeship can claim some credit for these positive outcomes.

Graduates of the traineeship were asked to complete a survey designed to gather data regarding their perceptions of how well the traineeship prepared them for work in the child welfare field as well as how it shaped their views of child welfare practice. Trainees responded to the following questions during the fall of 2010, 3 years after the first cohort graduated and 1 year after the second cohort graduated. A synthesis of these responses follows.

1. How did the traineeship experience influence your thinking about social work practice in the public child welfare field?

2. How have you fulfilled or attempted to fulfill your traineeship work requirement following graduation? Please describe in detail your efforts to obtain employment or the work you are doing if you have been successful at securing employment in the public child welfare field. If you have not been able to secure employment in the public child welfare field then please describe the work you have been doing.

3. If you are working in the public child welfare field do you plan to continue to work in public child welfare after completing your work commitment? Why or why not? If you are not working in the public child welfare field do you hope to secure employment in this area in the future (please elaborate)?

4. Share your thoughts about the child welfare courses you completed as part of the traineeship. How were they helpful (or not) in preparing you for the work you do?

5. Share your thoughts about the practicum aspect of the traineeship. How helpful (or not) was this experience in preparing you for the work you do? Please indicate where you did your practicum.

Responses to the first question indicate that alumni believe the traineeship helped them develop a sense of what child welfare practice was like in the “real world.” Responses to the second question show successful transition from the traineeship to employment in some cases and frustration with the lack of employment opportunities resulting from the economic downturn in others. Responses to the third question indicate that most trainees who are working are doing so within the child welfare field, even if it is not for DCFS or another like agency. The vast majority would like to continue working in child welfare after their work commitments are satisfied. A few, however, are not sure after doing the work for awhile that child welfare is a long-term career option for them. Responses to question four reflect positive sentiment regarding
the courses graduates completed during the program. Graduates describe the courses as helpful and relevant to the work they’re now doing in the child welfare field and other human services settings as well. The introductory and forensic courses are viewed as particularly helpful while the theory and practice courses are viewed as somewhat less useful. As mentioned above, the child welfare-focused practicum was not valued and as a result was discontinued after the first cohort. Responses to the fifth and final question indicate that being placed in a child welfare agency for the practicum experience was the most valuable component of the traineeship. Although some students were not placed directly with DCFS due to space limitations but were instead assigned to agencies that partner closely with DCFS, nearly every trainee alumna discussed the important role their placements played in their overall learning experience.

Additional summative or impact evaluation activities were attempted. IRBs at Utah State University and at the Department of Human Services approved a survey which was subsequently sent to supervisors of our first and second cohort (who were working for DCFS at the time) as well as a matched comparison group of supervisors who were supervising new hires who did not participate in the traineeship. The survey asked supervisors to comparatively rate their new employees (with other new employees they have supervised) using a modified version of the Stockton College Child Welfare Competency Tool. The idea was to determine whether supervisors viewed newly hired trainee alumni as better prepared for a position with DCFS than non-trainee new hires. Unfortunately, only three responses were received, two of which belonged to the comparison group. The PI worked with DCFS to improve the response rate to a second emailing with no effect. Consequently, no useful results can be reported at this time. Another attempt will be made after the third and final cohort graduates and enters the workforce.

Summary

Overall the project was successful- the courses and practicum components in particular. Over 40 individuals will have completed the traineeship when the 3rd cohort graduates spring 2011. Eleven of the first two cohorts (N= 29) secured jobs with public child welfare agencies. Another nine are working for agencies that work closely with public child welfare agencies. All who have graduated have worked diligently to obtain employment in public child welfare agencies. Unfortunately, the economic downturn resulted in hiring freezes as agencies such as DCFS had their budgets severely cut by the legislature. As the third cohort of 14 nears graduation the economy appears to be recovering, albeit slowly. The PI will continue to work with DCFS to urge them to fill any new positions with trainee graduates who are ready and willing to jump into the work.
Final Report Narrative

The State of Utah BSW Child Welfare Traineeship Collaborative reached the end of a 12-month no-cost extension period on September 30, 2010. The timeline below provides an overview of tasks or objectives accomplished during the course of the six-year project. The narrative that follows describes project activities, accomplishments and outcomes. The report is organized around the goals and objectives as outlined in the project timeline.
# Project Timeline

**Award/Start Date:** 9/30/05  
**Goals and Timelines for Accomplishment:** Administrative Tasks and Responsibilities  

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**No-Cost Extension**

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**Goal 1. Reform and develop child welfare courses within existing BSW programs at the state’s two largest public universities**

1.1 Convene an advisory committee  
1.2 Conduct a comprehensive review of the literature  
1.3 Reform/Develop BSW-level child welfare courses

**Goal 2. Teach BSW-level child welfare courses at the state’s two largest public universities that are culturally responsive, consumer-guided and evidence-based that teach to the critical knowledge, values, and skills required by today’s public child welfare staff**

2.1 Collaborate with Utah State University in offering courses to students in their program.  
2.2 Promote and support faculty development  
2.3 Teach an introductory child welfare course  
2.4 Teach theory course  
2.5 Teach advanced child welfare practice course  
2.6 Teach forensic course

**Goal 3. Increase the number and quality of BSW-level public child welfare (DCFS) field placements through paid traineeships and a specialized practicum seminar.**

3.1 Recruit outstanding students  
3.2 Provide a specialized practicum seminar

**Goal 4. Improve the quality of supervision of students in public child welfare (DCFS) field placements through intensive field instructor training and support.**

4.1 Provide initial and on-going (quarterly) training for field instructors  
4.2 Provide intensive field instructor support services

**Goal 5. Conduct a comprehensive evaluation of the enhanced child welfare curriculum, field practicum and intensive field instructor training and support activities.**

5.1 Design and conduct a formative evaluation  
5.2 Design and conduct a summative evaluation

**Goal 6. Disseminate the culturally relevant, consumer-guided, and competency and evidence-based training curricula and the evaluation findings.**

6.1 Disseminate the curricula (including copies of all syllabi) and evaluation findings  
6.2 Collaborate with other grantees on a national conference
Goal 1. Reform and develop child welfare courses within existing BSW programs at the state’s two largest public universities

Convene and meet with advisory board

At the outset of this project an advisory board was formed to advise the PI in matters pertaining to project planning and management as well as curriculum development. The PI met with members of the Advisory Board as necessary and the board chair regularly. The PI also communicated regularly with key board members (BSW program directors) to coordinate project activities. Board members played important roles in course development, scheduling and coordinating activities at both participating universities. Coordinating child welfare course schedules at both universities is now a routine practice because of the partnership and relationships established between the two universities through this project.

Conduct a comprehensive review of the literature

The literature review, completed in the spring of 2006, guided the development of all four courses taught through this program. This was accomplished as follows: The review was submitted to the PI, who then distributed the report to the Advisory Board, which was charged with reviewing syllabi and providing feedback to instructors concerning their respective course competencies. Rather than focus on specific competencies, the literature review identified critical topic areas that should be addressed in the courses offered through the project. The topic areas identified include: 1- the Adoption and Safe Families Act (ASFA), 2- major program areas in child welfare including child protective services, foster care and adoption, 3- values germane to competent child welfare practice (e.g., strengths perspective), and 3- critical skills, namely assessment, case planning and implementation, and monitoring and evaluation. The Advisory Board evaluated program course syllabi based on whether or not these topic areas are sufficiently addressed. The literature review document is attached to this report.

Reform/Develop BSW-level child welfare courses

Four courses and a practicum seminar were developed during the course of the project including an introductory overview of child welfare course, a child welfare theory course, a forensic child welfare course, an advanced child welfare practice course, and a child welfare-focused practicum seminar. Course descriptions for each of these courses are provided directly below; full course syllabi are attached to this report.

The introductory course was developed and taught at both universities in the fall of 2005, revised and taught again in the fall of 2007 and 2009. The advanced theoretical child welfare course was developed and taught during the spring of 2006, revised and taught again during the spring semesters of 2008 and 2010. The forensics course was developed and taught in the fall of 2006, was revised and taught again in the fall of 2008 and 2010. The advanced practice course was developed in the spring of 2007, revised and taught again in the spring of 2009, and is undergoing a third revision before being taught again in the spring of 2011. The practicum seminar was developed and offered to the first cohort during the 2006-2007 academic year. This seminar was discontinued after the first cohort based on student feedback. The students disliked
being separated from the other social work students for practicum seminar. They argued that they were missing out on learning about other agencies and resources in the area from their classmates who were placed in agencies outside of the child welfare field (processing practicum experiences together is a major focus of practicum seminar). The PI and Advisory Board considered this feedback and decided to discontinue the child welfare-focused practicum seminar with future cohorts. Focus group feedback also guided efforts to improve the four child welfare courses taught throughout the project as did course evaluations.

Course Descriptions and Learning Objectives

Introductory Child Welfare Course

This course is planned and organized to acquaint students with the role of the generalist social work practitioner in the field of child welfare. An overview of public and private programs that provide services to children is provided. These services include counseling, adoption, foster care, child protective services, residential care, school-based services, home-based services, court services, and daycare services. Also addressed are social problems that impact children, particularly those who are disadvantaged because of disability, racism, sexism, and poverty.

Child Welfare Theories Course

This course is designed to strengthen students’ capacities to understand the developmental impacts of adverse childhood events, notably, the challenges experienced by children who are served by the child welfare system. The class includes exposure to the knowledge, skills, and values needed to identify and respond proactively to threats to the healthy development of children. This learning experience will be delivered via lectures, readings, guest speakers from the child welfare community, media, and student research on the developmental implications of childhood trauma.

Forensic Child Welfare Course

This course will introduce students to the forensic or legal aspects of child welfare practice and will cover such topics as the American legal system, child welfare system, juvenile justice system, child maltreatment, evidentiary issues related to these topics, and forensic interviewing with children.

Advanced Practice Child Welfare Course

This course provides specialized training in child welfare practice. This Advanced Practice in Child Welfare class will build on the student’s social work knowledge and values base to identify, explore and engage in the practice skills needed to successfully work with these populations and work settings. Students will explore and learn to work with situations involving: a) Clients who are generally involuntary and resistant; b) Clients whose lives are impacted by violence, abuse and lack of resources; c) And where the social work role is often formulated through Federal and State regulation. Emphasis will be placed on teaming / collaborative skills, family continuity focus and effective planning and contracting strategies.
Child Welfare-focused Practicum Seminar

The Integrative Seminar provides an opportunity to tie the field practice experience to the academic program. It also facilitates the students' transition to their professional role as a generalist social work practitioner. The overall purpose of the seminar is to integrate field work experiences and academic knowledge. The emphasis of the seminar will be placed on child welfare practice perspectives both from the vantage point of the professional as well as understanding the experience of the child or family that is being helped. Discussions and assignments will be centered on child welfare practice in reference to social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human bio-psych-social development, social systems theory, and the application of social work practice values, knowledge, and skills.

Goal 2. Teach BSW-level child welfare courses at the state’s two largest public universities that are culturally responsive, consumer-guided and evidence-based that teach to the critical knowledge, values, and skills required by today’s public child welfare staff

Collaborate with Utah State University in offering courses to students in their program

USU faculty taught the advanced child welfare practice course and forensic child welfare course. A University of Utah faculty member taught the theory course. Faculty at both universities taught the introductory child welfare course. Students at both universities took the advanced practice, theory and forensic course together via USU’s distance education system (U of U students attended these classes at USU’s Salt Lake City Center. The PI worked extensively with faculty and administrators at Utah State University (USU) to coordinate course delivery using USU’s distance education system. At first the collaboration was new and difficult to coordinate. During the second and third cohorts things went more smoothly. Collaboration between the two universities will continue beyond the life of this project because of the relationships that have been forged throughout this project.

Promote and support faculty development

Another problem area has been faculty development. The PI has succeeded in engaging a few faculty members in project activities (e.g. teaching courses- 3 faculty members are now teaching child welfare courses—something they were not doing before this project was implemented) but has had less success in securing faculty buy-in when it comes to professional development related to child welfare practice. However, the PI has been instrumental in establishing a IV-E program at Utah State University (and he is the director of this program) which will ensure that child welfare courses and number of child welfare placements will continue beyond the life of this grant (the contract is being renewed for another 3 years). The PI continues to encourage faculty engagement in this process. He also continues to provide information related to child welfare via in-service and other faculty meetings. We have continued to offer project faculty the opportunity of attending the grantee’s meetings as a way of promoting faculty development. A few faculty members have taken advantage of training opportunities offered. The PI continued to make development opportunities available to faculty; he continued to share child welfare information with faculty electronically. The program
provided several faculty members with the opportunity to further develop their child welfare expertise through the development and teaching of child welfare courses.

**Goal 3. Increase the number and quality of BSW-level public child welfare (DCFS) field placements through paid traineeships and a specialized practicum seminar.**

**Trainee Recruitment**

A total of 13 trainees were recruited into the first cohort. Their ages ranged from 20 to 67. Ten of the 13 are females; two of them are ethnic minorities. All but one in this group completed the traineeship in the spring of 2007; one individual dropped out due to personal problems that caused her to be dismissed from the social work program.

Our second cohort of 16 trainees began the program in the fall of 2007. Their ages ranged from the 20’s to the 40’s. Two of the 16 are males and two are ethnic minorities; 1 speaks Spanish fluently.

The 3rd and final cohort began the program in the fall of 2009. This group is now in the final year of the traineeship. A total of 14 students are participating. Their ages range from the low 20’s to the high 30’s. This group of trainees is our most diverse with several ethnic and sexual orientation minorities included.

**Increase Child Welfare Practicum Placements**

The project successfully increased the number of child welfare field placements utilized by the social work programs at Utah State University and the University of Utah. When the project began only a handful of child welfare placements were available. During the course of the project the number of DCFS placements doubled from four to eight. Placements were also developed at the Guardian ad Litem’s Office, child and family support centers, and Juvenile Justice Services (the state agency charged with serving ungovernable youth). In all, the number of placements within agencies serving the public child welfare population utilized by both universities doubled from about 10 to approximately 20. Before this project began, agencies with a public child welfare mission struggled to attract student interns. That changed dramatically during the project’s life (no doubt thanks to the generous stipends associated with the traineeship). Competition for placements, with DCFS particularly, became fierce, as students became eager to see how classroom lessons played-out in “real life.”

Program evaluation results suggest that student trainees greatly valued these placement experiences for the “hands-on” training they provided. Trainees also frequently reported how the practicum reinforced and amplified what was learned in the classroom. In some cases, the internships led to employment opportunities within the agency.
Prepare BSW Students for Public Child Welfare Practice

The primary purpose of this project was to recruit and prepare BSW students for employment in public child welfare agencies. Unfortunately, thanks to the “great recession” which began to grip Utah, the nation, and the world in 2009, public child welfare agencies severely curtailed their hiring of caseworkers. This has negatively impacted our trainees’ ability to secure employment and fulfill their 2-year work commitments, particularly those of the second cohort who graduated in 2009 and those of the first cohort who opted to enroll in MSW programs following graduation. Despite this, some trainees have been able to secure and maintain employment in public child welfare.

During the course of this project three student cohorts were recruited and given specialized child welfare training during their junior and senior years. Of the 12 trainees in the first cohort, six obtained employment after graduation with the Utah Division of Child and Family Services- the state’s public child welfare agency following graduation. Another four recently completed MSW programs and applied for positions with DCFS. One of this group obtained employment with a public child welfare agency in Virginia. The other three have not been able to secure employment with DCFS, although one is working for a non-profit child welfare agency which partners closely with DCFS. Of the remaining two, one is working for Head Start and the other is currently staying home with her baby who was born with severe developmental disabilities about 6 months after she graduated. At the time of this writing four of the seven who obtained positions with public child welfare agencies are still working for those agencies. One of the three who no longer works in public child welfare took an early retirement due to health problems while the other two accepted positions with private agencies that serve children.

The second trainee cohort of 16 completed their traineeships in the spring of 2009. All of the individuals applied for jobs with DCFS but only four were hired despite the PI’s efforts to work with DCFS to ensure priority status for the group when positions are filled. Obviously, budget problems have severely impacted the second cohort. Three out of the group not hired by DCFS are working in the child welfare field (Head Start and the public schools). One individual has enrolled in an MSW program. Seven of the remaining eight are working for human services agencies outside of the child welfare field; the eighth has not been able to secure employment in human services.

The third and final cohort of 14 students began the traineeship program in the fall of 2009 and will complete the program in the spring of 2011. They have completed the first half of the traineeship during the 12-month no-cost extension period of the project. We requested and were granted permission to carry-over unused funds to provide this cohort with stipends during the no-cost extension year. At the time of this writing this cohort has completed the first semester of the second year of the traineeship, which includes a child welfare practicum experience. There are signs that the economy is recovering in Utah and the nation, which should improve this cohort’s chances for obtaining employment with public child welfare agencies.
University-Agency Partnership

University-Agency collaboration was a key element of this project. The university-agency relationship improved during the final phase of the project. The PI succeeded in engaging the agency training arm. The PI and agency training director continued to discuss allowing trainees to substitute some of the agency training curriculum with the course work completed through the traineeship program. The potential still exists for fast-tracking program graduates into full employment (taking cases almost immediately) and there is support for this idea at the regional management level. Therefore, the PI will continue to reach-out to state level management in hopes of securing such an agreement. DCFS was recently released from the consent decree it has been operating under for over 10 years which allows them greater operating flexibility in this regard. However, as mentioned above, challenges related to budget problems are impacting the agency’s ability to be responsive. DCFS has worked with the PI on moving graduates into placements and subsequently into jobs more efficiently. Some inroads have been made more recently with one of the DCFS regions, which resulted in increased placement opportunities. These efforts screeched to a halt while the agency fought for its life during the “bottom” of the Great Recession. And, just as things are looking better for the agency’s budget, its director abruptly resigned, making any additional progress impossible for the moment. A new director was appointed and the PI initiated contact with him. He is willing to look at implementing the changes but has been preoccupied with the budget crisis and with responding to changes in the Medicaid system affected by health care reform. The PI is confident that progress can be made under this director’s leadership.

Goal 4. Improve the quality of supervision of students in public child welfare (DCFS) field placements through intensive field instructor training and support.

The project was not successful in improving the quality of supervision of student trainees placed in public child welfare agencies. Although the quality of the supervision and training provided was in line with the standards for field instructors set by each university, providing additional, intensive training and support proved difficult. Field instructors are often overwhelmed with their caseloads and supervisory duties and consequently struggle to make time for “extra” trainings and meetings. What’s more, they typically do not receive agency support for these activities.

When the first cohort began their placements the PI worked with the filed directors at both universities to offer additional group training and supervision to those serving as field instructors to trainees. The response was underwhelming. So, the PI worked with agency and university personnel to identify alternative methods of providing field instructor support and education. The PI held meetings with agency managers/directors to promote the traineeship program in hopes of improving field instructor access to training opportunities and increasing the number of practicum placements and increasing the number of trainees hired. By the time the second cohort began their placements it was clear that asking dedicated liaisons at the U of U and USU to meet on an individual basis with field instructors to provide them with additional support was the only viable option for achieving this objective. The second and third cohorts used this approach. Although the efforts resulted in increased placements, they did not substantially improve field instructor engagement in training and supervision activities.
Although efforts to regularly engage field instructors in training were not successful the PI did work with practicum directors to ensure that learning agreements developed by the students and their field instructors should include child welfare-relevant competencies. The tool developed by the grantees at Stockton College in New Jersey was offered to the practicum directors as a model. Also, the PI met occasionally with practicum directors and liaisons at both campuses to discuss their roles in providing support services to field instructors. USU students received support services through face-to-face meetings with the practicum director and/or faculty liaisons. U of U students placed with DCFS and field instructors received support via a dedicated DCFS field instructor liaison.

**Goal 5. Conduct a comprehensive evaluation of the enhanced child welfare curriculum, field practicum and intensive field instructor training and support activities.**

At the outset of the project a database for tracking trainee progress was created. The information stored in the database (e.g., demographic, academic, etc.) was used to monitor and evaluate project processes and outcomes. The attached logic model provides an overview of the evaluation design.

**Process Evaluation**

Focus groups served as the primary formative evaluation tool. Each spring the PI/evaluator conducted annual focus groups with each trainee cohort. Discussion topics included:

- Overall program strengths and weaknesses,
- Course strengths and weaknesses, and
- Program impacts on students’ values, knowledge, and skills

Focus group results consistently indicated student satisfaction with the program. They appreciated receiving instruction highly specific to their future employment and greatly valued their practicum placements. Feedback from focus group was used to improve the project. For example, students in the first cohort disliked being separated from the other social work students for practicum seminar. They argued that they were missing out on learning about other agencies and resources in the area from their classmates who were placed in agencies outside of the child welfare field (processing practicum experiences together is a major focus of practicum seminar). The PI and Advisory Board considered this feedback and determined to discontinue the child welfare-focused practicum seminar in future cohorts. Focus group feedback also guided efforts to improve the four child welfare courses taught through the project as did course evaluations.

**Outcomes Evaluation**

The PI/evaluator adapted a tool developed by the social work program at Stockton College to measure the degree to which trainees developed key child welfare practice competencies during the traineeship. This tool, referred to as the Stockton College Child Welfare Competency Tool, was used as a pre/post measure (this instrument is included in the attachment to this report). Competencies are rated on a scale from 0, indicating no competency, to 5, indicating a high degree of competency. Each current cohort completed this instrument at
the beginning and end of the traineeship. They were asked to rate their knowledge and skill levels across 29 child welfare competencies. Pre/post test results from the first two cohorts show substantial self-reported gains in child welfare competencies during the course of the program (post-tests will be administered to the current cohort when they graduate this spring). These results are summarized in Figure 1 and tables 1 and 2 below. Trainees improved by 2.9 points on the composite scale which averages scores for all 29 competency items. They also improved significantly on each item. Paired t-tests reveal that these improvements are not attributable to chance. The degree to which the traineeship experience can be credited for these gains cannot be determined given the case control evaluation design. However, results from a survey of trainee alumni, summarized below, suggest that the traineeship can claim some credit for these positive outcomes.

**Figure 1. Pre-Post Composite Competency Scores**

![Composite Competency Pre/Post Means](image)

**Table 1. Paired Samples T-Test**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Error bars: 95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>precomposite</td>
<td>1.91</td>
<td></td>
</tr>
<tr>
<td>postcomposite</td>
<td>4.83</td>
<td></td>
</tr>
</tbody>
</table>
# Table 2. Paired T-Test Results for 29 Child Welfare Competencies

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Mean Difference</th>
<th>t</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Knowledge of significant historical events in child welfare services and</td>
<td>-1.73913</td>
<td>-10.297</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>how the events have influenced the current state of child welfare programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and policies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Knowledge of the comprehensive array of resources needed to meet the needs</td>
<td>-2.17391</td>
<td>-13.407</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>of families and children in the child welfare system as a result of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>historical and contemporary challenges.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Ability to assess developmental issues of children in out-of-home</td>
<td>-2.60870</td>
<td>-15.984</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>placement including foster care, residential care, and adoption.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Ability to assess need for supplemental services needed by children and</td>
<td>-2.34783</td>
<td>-10.123</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>families in the child welfare system including day care, transportation,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>health care and others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Ability to recognize and deal with adverse childhood events including</td>
<td>-2.17391</td>
<td>-13.407</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>parental substance abuse and parental mental illness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Knowledge of how early maltreatment in a child's life affects brain</td>
<td>-2.43478</td>
<td>-12.355</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*The ability to identify and respond proactively to threats to the healthy</td>
<td>-2.39130</td>
<td>-13.673</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>development of children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Knowledge of basic laws and court procedures related to court interventions</td>
<td>-2.78261</td>
<td>-14.027</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>with children and their families in the child welfare system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Knowledge of causes and legal consequences of child maltreatment.</td>
<td>-2.43478</td>
<td>-13.844</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>*Knowledge of roles significant parties play in the legal and court</td>
<td>-2.56522</td>
<td>-13.734</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>processes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Ability to identify and analyze ethical issues that arise in the course of</td>
<td>-2.34783</td>
<td>-17.396</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>child welfare practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*The ability to work with culturally, ethnically and racially diverse</td>
<td>-1.52174</td>
<td>-6.747</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>populations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Ability to assess signs of physical, emotional, sexual abuse, and neglect;</td>
<td>-2.43478</td>
<td>-12.355</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>Identify the physical and behavioral indicators of each.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*To initiate a plan to ensure the safety of the child, to report child</td>
<td>-2.65217</td>
<td>-15.294</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>maltreatment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*To conduct a child safety assessment and to implement a safety plan.</td>
<td>-2.60870</td>
<td>-12.111</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>*The ability to assess the developmental impacts of adverse childhood events</td>
<td>-2.43478</td>
<td>-14.823</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>of children served in the child welfare system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*The ability to engage a family (or youth) in a strengths-based, family</td>
<td>-2.60870</td>
<td>-15.984</td>
<td>22</td>
<td>.000</td>
</tr>
<tr>
<td>centered assessment process. This skill involves the ability to work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>together with a family in assessing their strengths and needs in order to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop a service plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>t-value</td>
<td>p-value</td>
<td>df</td>
<td>Significance</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>------</td>
<td>--------------</td>
</tr>
<tr>
<td>*The ability to work together with a family: develop and implement a service agreement with clear goals, strategies, timeframes, and desired outcomes.</td>
<td>-2.73913</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*Ability to work with families in all phases of service plan development, identifying action steps for families, assisting clients to access services.</td>
<td>-2.52174</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*Evaluating the outcomes of service strategies.</td>
<td>-2.60870</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*The ability to function as a case manager, and as a service team member, and collaborate with other service providers on behalf of the child/family.</td>
<td>-2.56522</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*The ability to coordinate the services of multiple providers</td>
<td>-2.30435</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*The ability to provide crisis intervention, parenting skills training, family counseling, conflict resolution, and individual and group work.</td>
<td>-2.65217</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*The ability to work with children and families in their own homes and in other settings.</td>
<td>-2.65217</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*The ability to assess for substance abuse and to include substance abuse treatment needs and referral in the service plan.</td>
<td>-2.30435</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*When indicated for the child's safety, the ability to arrange for out-of-home placement (skill involves the ability to utilize the authority of the court to provide a temporary foster care placement, minimize the trauma of parent-child separation.</td>
<td>-2.43478</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*The ability to work with biological families to make and effect a permanent plan for a child in foster care, kinship care, or group care.</td>
<td>-2.34783</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*The ability to work effectively in the juvenile court system, including the ability to provide clearly written documentation for court and to testify in court proceedings in support of agency legal intervention.</td>
<td>-2.34783</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>*The ability to work with children and adolescents at various developmental stages and with a wide range of needs, applying knowledge of human behavior and intervention skills.</td>
<td>-2.34783</td>
<td>0.000</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

**Alumni Survey**

Graduates of the traineeship were asked to complete a survey designed to gather data regarding their perceptions of how well the traineeship prepared them for work in the child welfare field as well as how it shaped their views of child welfare practice. Trainees responded to the following questions during the fall of 2010, 3 years after the first cohort graduated and 1 year after the second cohort graduated. A synthesis of these responses follows.

1. How did the traineeship experience influence your thinking about social work practice in the public child welfare field?

2. How have you fulfilled or attempted to fulfill your traineeship work requirement following graduation? Please describe in detail your efforts to obtain employment or the work you are doing if you have been successful at securing employment in the public child welfare field. If you have not been able to secure employment in the public child welfare field then please describe the work you have been doing.
3. If you are working in the public child welfare field do you plan to continue to work in public child welfare after completing your work commitment? Why or why not? If you are not working in the public child welfare field do you hope to secure employment in this area in the future (please elaborate)?

4. Share your thoughts about the child welfare courses you completed as part of the traineeship. How were they helpful (or not) in preparing you for the work you do?

5. Share your thoughts about the practicum aspect of the traineeship. How helpful (or not) was this experience in preparing you for the work you do? Please indicate where you did your practicum.

Responses to the first question indicate that alumni believe the traineeship helped them develop a sense of what child welfare practice was really like. The following responses are typical.

“The traineeship really helped me put into perspective the need for social workers in the public child welfare field as well as clarified many preconceptions that I had about child welfare. It helped to have that extra focus on child welfare so that I could be better prepared for my practicum and now my job. It also helped me realize that I really love working with children and that it was the concentration that I wanted to have in the social work field.”

“(The traineeship) has helped me understand the strengths of parents who may be abusing their children and that there are a lot more ways to help with the preservation with families than I had originally thought. It has also helped me realize that there is only so much that we as social workers can do and that sometimes our hands are tied by laws, parental rights, and budget. I feel that I am better prepared to handle working in child welfare and will not burnout as easily thanks to the traineeship program. It has helped me learn how important public child welfare is.”

Responses to the second question show successful transition from the traineeship to employment in some cases and frustration with the lack of employment opportunities resulting from the economic downturn in others. The following replies are typical.

From a graduate who was hired by DCFS: “After graduation, I moved to Salt Lake to work for The Division of Child and Family Services in West Valley City. I worked as a CPS worker for a little over a year and a half and then worked as a permanency worker for about 6 months.”

From a graduate who was not offered a job with DCFS and went to work for an agency that served children with disabilities: “There was a hiring freeze state wide at DCFS when I graduated from the program. I was already employed with North Eastern Services so I was able to obtain the behaviorist position as a direct result of the degree I had through USU. The child welfare program played a direct positive role in the decision
made for my advancement. The child welfare courses were very helpful in the work that I am doing. All of the kids that I work with come from broken and violent homes. The knowledge that I obtained has been vital for the programs that I have been putting together for these children. I completed my practicum through DCFS and this too has been vital for the work I am doing because all of the children I work with also are served through DCFS.”

Responses to the third question indicate that most trainees who are working are working within the child welfare field, even if it is not for DCFS. The vast majority would like to continue working in child welfare after their work commitments are satisfied. A few, however, are not sure child welfare is a long-term career option for them. The following responses are typical:

*From a graduate who fulfilled her 2-year work commitment with DCFS and then left the agency:* “I am still working in the child welfare field. Currently, I am working for Primary Children’s Center for Safe and Healthy Families. We are a clinic that works with children who are abused or neglected. We have a medical clinic with pediatricians that perform medical exams on the children who have been abused. We also have therapist who work with children who have been exposed to some sort of trauma in their life. As mentioned above, I do plan on going back to school to receive more education for my social work degree. My plan is to receive my master’s degree and my LCSW so I can do therapy for children who have been abused or neglected.

*From a graduate who was not offered a job with DCFS but is working for an agency that DCFS partners with:* “I graduated from USU in May 2009. At that point there really weren’t many jobs to apply for, but I checked multiple websites daily to see if there was anything. I was offered a job at Valley Mental Health. I work at a residential treatment center called Cottonwood Family Treatment Center. I am a counselor/Social Service worker working with mothers who are substance abusers/users. The program focuses on sobriety and parenting skills. Many of the women have DCFS involvement and we work closely with them on the cases. All residents either have at least one child staying with them or they are pregnant. I counsel the women on their level work they do for the program and also help them practice social skills and problem solving skills. I teach/lead different groups such as: parenting techniques, family interactions, team building, family relationships, nutrition, and family literacy. I write progress reports for DCFS, Parole Officers, Judges, and also write a weekly report for the clients that are involved in drug court.”

*From a graduate who worked for DCFS for 14 months before retiring due to serious health problems (brain tumor):* “I retired from my job as a child welfare worker with the Utah Division of Child and Family Services at the end November and have been enjoying doing almost nothing. With multiple health problems coming and going in the past few months and the doctor’s assessment that stress was to blame, I took the plunge into retirement. Working these past 14 months with families involved in abuse or neglect of children has been heart wrenching. I would awaken in the middle of the night, wondering what would happen to these innocent children. I would think, “What can I do to give more support to the families? How do I handle angry parents
who need but refuse substance abuse treatment? Where do I find capable, loving foster parents if a judge determines children should be removed from their homes? And how do I help lessen the pain of these frightened little ones who are required to adjust to a new, strange environment? I have been told that some caseworkers care too much and it gets in the way of being realistic about these difficult situations. Perhaps my life-long optimism has not served me well in this profession.”

From a graduate who went to work for DCFS but had to leave her position due to personal problems: “I did my internship with DCFS and was hired by them….Because of a personal situation, I had to leave my position with DCFS but hope to return to them or another agency in the coming year.”

From a graduate who was not offered a position with DCFS and accepted a job working with special education children in the public schools: “I'm honestly not sure if I will continue working in the child welfare field after my commitment is fulfilled. The work I've been a part of so far has been impactful for me and I have learned many things from it but in my case I've found it hard to balance my private life with my work life when I am in a child welfare type career. If I were to continue in this field I would be interested in preventative work or research, fields I think I would be more able to balance well with my life outside of work.”

Responses to question four reflect positive sentiment regarding the courses graduates took during the program. Graduates describe the courses as helpful and relevant to the work they are now doing in the child welfare field. The introductory and forensic courses seemed to be particularly helpful while theory and practice courses are viewed as slightly less useful. As mentioned above, the child welfare-focused practicum was not valued and so was discontinued after the first cohort. The following responses are representative:

From a graduate who is working with disabled children for an agency that works closely with DCFS: “I did not like being separated from the other social work students for our practicum class. I was grateful to have the additional child welfare course each semester, but felt it unnecessary and quite to the disadvantage to have a separate practicum class. I don't feel that I learned much specific to child welfare in my practicum class that I did not already know. I missed out on the opportunity to learn about the many other agencies the other students were involved in and I think that learning about other community resources would have been a great asset for me to have. I often felt that my teacher was not aware of the things that we needed to know and that we were being left out from the other social work students. I learned very little in the practicum class.”

From a graduate who went to work as a program coordinator for the Department of Workforce Services after getting an MSW and not receiving offers from DCFS: “Courses were helpful, not only for child welfare, but for Social Work practice in general. Gave me an in depth understanding of child development which has helped me in my career as an MSW.”

From a trainee in the third and final cohort who is currently in practicum with DCFS: “I
have loved them (the courses). The movies we have watched, the books we have read, and the places we have went (field trips) have made a huge difference in my learning. It has helped me with things I have come across in my practicum. I think the more we learn the more useful we will become. I have learned that this field is very overwhelming and the more you can educate and prepare yourself the more useful you will become and the more efficient we can be.”

From a graduate who is working for the Guardian Ad Litem’s Office as an investigator: “I think that (the courses) were helpful to a certain extent. They definitely give a foundation to the knowledge that you need to be successful in a child welfare field. But the majority of the information you need can only be gleaned from actually working in the field and experiencing how your agency handles things.”

From a graduate who completed her practicum with DCFS in Idaho and then went to work for a public child welfare agency in Virginia after getting an MSW. “I also wanted to tell you what a wonderful opportunity this grant has been for me. I have really enjoyed the additional training I have received, I truly feel it has benefited my practicum experience. For my practicum I was placed with the Department of Health and Welfare in Idaho, and the supervisors in Pocatello keep trying to convince me to stay and let them hire me! So most likely, if for some reason I don't go to school next year I will have an employment opportunity with them. Also, recently I went to court with another worker for two cases that I have helped extensively with. In this particular instance the regular worker for both of the cases was home sick, so they sent a worker who was unfamiliar with the cases to legally represent the department. They left it up to me, to inform the worker as to what has been going on during the cases. Before we went into court all of the lawyers met together with the Department worker to discuss our plan for court. I ended up doing most of the talking because I was up to date with the cases, and knew what the sick worker wanted to do with the case. I found out a week later from my supervisor that all of the attorneys were very impressed with my professional presentation, and my knowledge of child welfare policy. This experience I know was largely made possible as a result of the additional classes that we have taken. For example, the forensic child welfare class that we took last fall helped me established a foundational understanding of how the child welfare court system works. Anyway, I am sorry this email is so long, I just wanted to tell you about some of the successes I have had. The Department is extremely impressed with my training and they want you to keep sending Grant students their way! Thanks for all of your help! More importantly, thank you for this opportunity.

Responses to the fifth and final question indicate that being placed in a child welfare agency for the practicum experience was the most valuable component of the traineeship. Although some students were not placed directly with DCFS due to space limitations and were assigned to agencies that partner closely with DCFS, nearly every trainee alumna discussed the important role their placements played in their overall learning experience. The following responses are typical:
From a graduate working for the Guardian Ad Litem’s Office: “For me, the practicum was exactly what I needed to prepare myself for the work I’m doing now. I did my practicum at the Guardian ad Litem office. The work I was doing then was much different, but I was familiar with the process and so the transition from intern to employee wasn’t so difficult. As an intern I was assigned a caseload to visit monthly and keep tabs on their progress. As the investigator for the office I work on cases as their court dates are coming up to gather information for the attorneys so that they are in a better position to make a recommendation.”

From a graduate who went to work for DCFS after completing the traineeship: The practicum for me was very beneficial, as I participated with DCFS, where I now currently work. When I did my practicum, I was able to see what took place at DCFS, and I got to see the many different types of work that takes place. I worked with a permanency worker, who works with families on a long-term basis, and I was able to see the process that took place. I also did some CPS work, so I was familiar with both aspects of DCFS. When I went to interview for my job, I was able to say that I had past experience, and that I was aware of the different types of jobs in DCFS.

From a graduate who was not offered a position with DCFS and is running an after school program in the public schools: “I did my practicum at DCFS, Logan. I felt like I learned a lot about the realities of being a caseworker in the state child welfare system. There are some definite frustrations and dead ends. Policy determines so much of what a caseworker can or cannot do to aid families. Some are very limiting. I am so glad that I did my practicum there because I learned so much. I learned things that I like and things that I do not like about our child welfare system. I enjoyed the foster care and permanency side of things more than CPS. I felt like I was able to get to know more of the of kids better and liked being able to visit with them each month. The more I got to know those kids, the more I wanted to help them. I had good experiences with CPS as well, but enjoyed my time more on foster cases. My experience there was helpful, in helping me to determine what I really wanted. In class I wanted to be a caseworker, but when I would follow one as an intern, I wasn’t totally sold. I however learned to step out of my comfort zone, how to talk to people more, to be less judgmental and to be open minded when working with others.”

From a graduate who works for a child and family support center, a crucial partner for DCFS in her community: “I did my practicum at DCFS in Logan. I really enjoyed working there. I feel it helped me to really understand the basics of child welfare. All agencies end up working with DCFS at some point. I have been able to use my knowledge of reporting practices, investigating practices, and referrals to help me in my jobs and to help direct my colleagues. It has given me some inside knowledge as to what the kids I am working with have gone through when their abuse was reported, or what they will go through once it is reported. I also have a deep respect for what DCFS does and I am able to use my knowledge when others are critical of DCFS because they do not understand and I can shed some light on that and hopefully change peoples minds and remove some of the negative stigma attached to DCFS. I have a lot of colleagues come to me because of my back ground and ask me if they should report. I am able to talk them
through it and help them to understand when they need to report and why. I have been lucky not to be put in a situation where I have to wonder if I should, because I already know that we have to and it is an easier choice for me to report. I also have some contacts in the office still and I can network with them. I also go to some multidisciplinary meetings where DCFS is a part of and we are able to work together because of that connection.”

Additional summative or impact evaluation activities were attempted. IRBs at Utah State University and at the Department of Human Services approved a survey which was subsequently sent to supervisors of our first and second cohort (who were working for DCFS at the time) as well as a matched comparison group of supervisors who were supervising new hires who did not complete the traineeship. The survey asked supervisors to comparatively rate their new employees (with other new employees they have supervised) using a modified version of the Stockton College Child Welfare Competency Tool. The idea was to determine whether supervisors viewed newly hired trainee alumni as better prepared than non-trainee new hires for a position with DCFS. Unfortunately, only three responses were received, two of which belonged to the comparison group. Consequently, no reliable results can be reported at this time. The PI worked with DCFS to improve the response rate to a second emailing with no effect. Another attempt will be made after the third and final cohort graduates and enters the workforce.

**Goal 6. Disseminate the culturally relevant, consumer-guided, and competency and evidence-based training curricula and the evaluation findings.**

This goal will be accomplished largely after the final cohort graduates in the spring of 2011 and enters the workforce. Once this occurs, the PI will wrap-up the evaluation and then seek to share the findings through conferences and papers as well as the Child Welfare Information Gateway and other online resources. The PI was asked to and did present on the project and evaluation plan at the final grantees meeting in Washington, DC in 2009. The PI has also disseminated project materials informally at professional meetings such as the Annual Program Meeting of the Council on Social Work Education. These efforts will be ongoing for several years to come.

**Summary**

Overall the project was successful. The number of child welfare practicum placements doubled. Four excellent child welfare courses were developed. Over 40 individuals will have completed the traineeship when the 3rd cohort graduates this spring. Eleven of the first two cohorts (N= 29) secured jobs with public child welfare agencies. Another nine are working for agencies that work closely with public child welfare agencies. All who have graduated have worked diligently to obtain employment in public child welfare agencies. Unfortunately, the economic downturn resulted in hiring freezes as agencies such as DCFS had their budgets severely cut by the legislature. As the third cohort of 14 nears graduation the economy appears to be recovering, albeit slowly. The PI will continue to work with DCFS to urge them to fill any new positions with trainee graduates ready and willing to jump into the work.
ATTACHMENTS

Stockton College Child Welfare Competency Tool

PRE/POST TEST

The following is a self-assessment tool that measures some key social work practice skills in a public child welfare setting. Your answers will not affect your grades or employment. The purpose of the self-evaluation is to help us evaluate the outcomes for the Child Welfare Traineeship Program.

For each item listed, circle the number on the first line that best describes the level of knowledge or skill (ability) you possessed before participating in the Child Welfare Traineeship Program. Please circle the number on the second line that best describes your current level of knowledge or skill. Zero on these scales represents no knowledge or skill and 5 represents complete knowledge or skill.

1. Knowledge of significant historical events in child welfare services and how the events have influenced the current state of child welfare programs and policies.

   Before  0  1  2  3  4  5
   Current  0  1  2  3  4  5

2. Knowledge of the comprehensive array of resources needed to meet the needs of families and children in the child welfare system as a result of historical and contemporary challenges.

   Before  0  1  2  3  4  5
   Current  0  1  2  3  4  5

3. Ability to assess developmental issues of children in out-of-home placement including foster care, residential care, and adoption.

   Before  0  1  2  3  4  5
   Current  0  1  2  3  4  5

4. Ability to assess need for supplemental services needed by children and families in the child welfare system including day care, transportation, health care and others.

   Before  0  1  2  3  4  5
   Current  0  1  2  3  4  5
5. Ability to recognize and deal with adverse childhood events including parental substance abuse and parental mental illness.

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7. The ability to identify and respond proactively to threats to the healthy development of children.

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8. Knowledge of basic laws and court procedures related to court interventions with children and their families in the child welfare system.

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9. Knowledge of causes and legal consequences of child maltreatment

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10. Knowledge of roles significant parties play in the legal and court processes.

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11. Ability to identify and analyze ethical issues that arise in the course of child welfare practice.

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12. The ability to work with culturally, ethnically and racially diverse populations.

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13. Ability to assess signs of physical, emotional, sexual abuse, and neglect;
   a.) identify the physical and behavioral indicators of each;

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   b.) to initiate a plan to ensure the safety of the child, to report child maltreatment

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   c.) to conduct a child safety assessment and to implement a safety plan.

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14. The ability to assess the developmental impacts of adverse childhood events of children served in the child welfare system.

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15. The ability to engage a family (or youth) in a strengths-based, family centered assessment process. This skill involves the ability to work together with a family in assessing their strengths and needs in order to develop a service plan.

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16. The ability to work together with a family:

a.) to develop and implement a service agreement with clear goals, strategies, timeframes, and desired outcomes.

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b.) ability to work with families in all phases of service plan development, identifying action steps for families, assisting clients to access services,

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c.) evaluating the outcomes of service strategies.

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17. The ability to function as a case manager, and as a service team member, and collaborate with other service providers on behalf of the child/family. This involves:

a.) the ability to provide services which link families to community resources,

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b.) the ability coordinate the services of multiple providers.

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18. The ability to provide crisis intervention, parenting skills training, family counseling, conflict resolution, and individual and group work. (These are a range of clinical skills needed to address the specific needs of individual children and families).

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19. The ability to work with children and families in their own homes and in other settings.

Before 0 1 2 3 4 5
Current 0 1 2 3 4 5

20. The ability to assess for substance abuse and to include substance abuse treatment needs and referral in the service plan.

Before 0 1 2 3 4 5
Current 0 1 2 3 4 5

21. When indicated for the child’s safety, the ability to arrange for out-of-home placement. (This skill involves the ability to utilize the authority of the court to provide a temporary foster care placement, minimize the trauma of parent-child separation, determine the type of out-of-home placement that would best meet the needs of the child in the least restrictive setting, secure such a placement, and maintain appropriate bonds between parent and child).

Before 0 1 2 3 4 5
Current 0 1 2 3 4 5

22. The ability to work with biological families to make and effect a permanent plan for a child in foster care, kinship care, or group care. (This skill involves the ability to promote permanency for children through reunification with biological parents, kinship care, or adoption).

Before 0 1 2 3 4 5
Current 0 1 2 3 4 5

23. The ability to work effectively in the juvenile court system, including the ability to provide clearly written documentation for court and to testify in court proceedings in support of agency legal intervention.

Before 0 1 2 3 4 5
Current 0 1 2 3 4 5

24. The ability to work with children and adolescents at various developmental stages and with a wide range of needs, applying knowledge of human behavior and intervention skills.

Before 0 1 2 3 4 5
Current 0 1 2 3 4 5
25. Please comment on any other knowledge, skills, and/or competencies you have gained through the traineeship experience.

26. Please comment on the traineeship experience as a whole (e.g., courses, faculty, practicum, etc.).
SUPERVISOR QUESTIONNAIRE

The following is an assessment tool that measures some key social work practice skills in a public child welfare setting. Your answers will not be shared with the person you are rating or anyone else other than the evaluation team without your permission. Your candid responses help us evaluate the outcomes for the Child Welfare Traineeship Program which your supervisee completed.

For each item listed, circle the number on the first line that best describes the level of knowledge or skill (ability) your supervisee possesses. On the second line, circle the number that best describes the level of knowledge or skill (ability) other NEWLY HIRED workers you have supervised have typically possessed. Zero on these scales represents no knowledge or skill and 5 represents complete knowledge or skill.

1. Knowledge of significant historical events in child welfare services and how the events have influenced the current state of child welfare programs and policies.
   
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2. Knowledge of the comprehensive array of resources needed to meet the needs of families and children in the child welfare system as a result of historical and contemporary challenges.

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3. Ability to assess developmental issues of children in out-of-home placement including foster care, residential care, and adoption.

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4. Ability to assess need for supplemental services needed by children and families in the child welfare system including day care, transportation, health care and others.

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5. Ability to recognize and deal with adverse childhood events including parental substance abuse and parental mental illness.

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Supervisee

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Others you have supervised

| 0 | 1 | 2 | 3 | 4 | 5 |

7. The ability to identify and respond proactively to threats to the healthy development of children.

Supervisee

| 0 | 1 | 2 | 3 | 4 | 5 |

Others you have supervised

| 0 | 1 | 2 | 3 | 4 | 5 |

8. Knowledge of basic laws and court procedures related to court interventions with children and their families in the child welfare system.

Supervisee

| 0 | 1 | 2 | 3 | 4 | 5 |

Others you have supervised

| 0 | 1 | 2 | 3 | 4 | 5 |

9. Knowledge of causes and legal consequences of child maltreatment

Supervisee

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Others you have supervised

| 0 | 1 | 2 | 3 | 4 | 5 |

10. Knowledge of roles significant parties play in the legal and court processes.

Supervisee

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Others you have supervised

| 0 | 1 | 2 | 3 | 4 | 5 |

11. Ability to identify and analyze ethical issues that arise in the course of child welfare practice.

Supervisee

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Others you have supervised

| 0 | 1 | 2 | 3 | 4 | 5 |

12. The ability to work with culturally, ethnically and racially diverse populations.

Supervisee

| 0 | 1 | 2 | 3 | 4 | 5 |
13. Ability to assess signs of physical, emotional, sexual abuse, and neglect;
   a.) identify the physical and behavioral indicators of each;

   Supervisee  0 1 2 3 4 5
   Others you have supervised  0 1 2 3 4 5

   b.) to initiate a plan to ensure the safety of the child, to report child maltreatment

   Supervisee  0 1 2 3 4 5
   Others you have supervised  0 1 2 3 4 5

   c.) to conduct a child safety assessment and to implement a safety plan.

   Supervisee  0 1 2 3 4 5
   Others you have supervised  0 1 2 3 4 5

14. The ability to assess the developmental impacts of adverse childhood events of children served in the child welfare system.

   Supervisee  0 1 2 3 4 5
   Others you have supervised  0 1 2 3 4 5

15. The ability to engage a family (or youth) in a strengths-based, family centered assessment process. This skill involves the ability to work together with a family in assessing their strengths and needs in order to develop a service plan.

   Supervisee  0 1 2 3 4 5
   Others you have supervised  0 1 2 3 4 5

16. The ability to work together with a family:

   a.) to develop and implement a service agreement with clear goals, strategies, timeframes, and desired outcomes.

   Supervisee  0 1 2 3 4 5
   Others you have supervised  0 1 2 3 4 5
b.) ability to work with families in all phases of service plan development, identifying action steps for families, assisting clients to access services,

Supervisee

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c.) evaluating the outcomes of service strategies.

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17. The ability to function as a case manager, and as a service team member, and collaborate with other service providers on behalf of the child/family. This involves:

a.) the ability to provide services which link families to community resources,

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b.) the ability to coordinate the services of multiple providers.

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18. The ability to provide crisis intervention, parenting skills training, family counseling, conflict resolution, and individual and group work. (These are a range of clinical skills needed to address the specific needs of individual children and families).

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19. The ability to work with children and families in their own homes and in other settings.

Supervisee

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20. The ability to assess for substance abuse and to include substance abuse treatment needs and referral in the service plan.
21. When indicated for the child’s safety, the ability to arrange for out-of-home placement. (This skill involves the ability to utilize the authority of the court to provide a temporary foster care placement, minimize the trauma of parent-child separation, determine the type of out-of-home placement that would best meet the needs of the child in the least restrictive setting, secure such a placement, and maintain appropriate bonds between parent and child).

22. The ability to work with biological families to make and effect a permanent plan for a child in foster care, kinship care, or group care. (This skill involves the ability to promote permanency for children through reunification with biological parents, kinship care, or adoption).

23. The ability to work effectively in the juvenile court system, including the ability to provide clearly written documentation for court and to testify in court proceedings in support of agency legal intervention.

24. The ability to work with children and adolescents at various developmental stages and with a wide range of needs, applying knowledge of human behavior and intervention skills.

25. Please comment on any other knowledge, skills, and/or competencies you have observed in your supervisee.
Logic Model for the Evaluation of the State of Utah BSW Child Welfare Traineeship Collaborative

Theory
BSW students who complete child welfare traineeships are better prepared for public child welfare practice and are therefore more competent and more satisfied with the work and consequently remain in the field longer than those who do not receive such training.

Inputs
- U of U
  - Excellent working relationships with DCFS
  - Child welfare expertise
  - Research expertise and experience
  - Urban student

- USU
  - Rural student population
  - Excellent working relationships with DCFS

DCFS
- Excellent working relationship with U of U and USU
- High need for competent workers.

Activities
- Convene & operate an advisory committee
- Conduct comprehensive literature review
- Collaborate with USU to reform/develop & teach child welfare courses around the following themes: History and Policy, Theory, Practice, and Legal/Forensic
- Promote child welfare faculty development
- Recruit outstanding BSW students and current DCFS employees
- Provide specialized practicum seminar
- Provide intensive training and support to public child welfare field instructors

Outputs
- Trainees develop required knowledge, values, skills or competencies
  - Course assessment; annual trainee focus groups; pre/post competency test; field instructor evaluation w/comparison group
  - Increased # of BSW students enroll in public child welfare practicum placements
  - Increase the Utah Division of Child and Family Services’ (DCFS) ability to respond in a competent manner to the complex problems confronting the children and families it serves

Short-term Outcomes
- Increased Employee Competence
  - Measure: Employee self-report competence scale w/comparison group;
  - Employee

- Increased Employee Satisfaction
  - Measure: Employee Satisfaction Survey w/comparison group

- Increased Employee Retention
  - Measure: Pre/post DCFS U of U, USU HR Data

Long-term Outcomes
- Increased Employee Competence
  - Measure: Employee self-report competence scale w/comparison group;
  - Employee

- Comparison of Trainees’ and matched comparison group’s Qualitative Case Review & CFSR Review outcomes.
Introduction to Child Welfare  
Course Syllabus  
U of U SOWK 3214  
USU SW 3350

Instructor: Derrik R. Tollefson, MSW, PhD, LCSW  
Office:  
Classroom:  
Phone:  
E-mail Address:  

Course Description  
This course is planned and organized to acquaint students with the role of the generalist social work practitioner in the field of child welfare. An overview of public and private programs that provide services to children is provided. These services include counseling, adoption, foster care, child protective services, residential care, school-based services, home-based services, court services, and daycare services. Also addressed are social problems that impact children, particularly those who are disadvantaged because of disability, racism, sexism, and poverty.

Course Objectives

1. To discuss the history of children’s services in U. S. society.
2. To acquaint students with the issues and problems that impact children and their families in the U. S.
3. To review the current availability of resources related to children’s needs.
4. To provide the opportunity for students to become familiar with key social service providers from community child welfare agencies.
5. To acquaint students with generalist social work skills and procedures applicable to child welfare practice.
6. To help students understand issues of cultural and ethnic diversity as they relate to children’s services.

Targeted Child Welfare Practice Competencies

Upon successfully completing this course students will be able to:

- Identify and discuss contemporary problems in child welfare.
- Demonstrate familiarity with public (especially Utah’s DCFS) and private agencies and resources available to meet child welfare needs.
- Demonstrate greater awareness of cultural and ethnic diversity issues related to child welfare practice; demonstrate increased understanding and tolerance of varying lifestyles of children and their families; demonstrate increased awareness of personal biases that may impact practice with children and families.
- Identify skills required of competent generalist child welfare practitioners.
Textbook
Other readings as assigned (Reading Packet).

Recommended Reading

Course Requirements
• Keep current on text and other assigned readings. Complete and hand-in assignments by their due date.
• Participate in class discussions
• Develop an original term project (refer to instructions below).
• Successfully complete the quizzes and final examination.

Learning Activities
Learning will occur through lectures, class discussions, media presentations, guest speakers, readings, assignments, and exams.
Examinations

One comprehensive final exam will be given. This multiple-choice exam will be taken during class.

Assignments, Quizzes, Projects

Reading Quizzes

Reading assignments should be completed as outlined in the syllabus. Students will be expected to come to each class prepared to discuss assigned readings. Five unannounced reading quizzes (25 pts. Each) will be given during the term (the lowest score of the 5 quizzes will be dropped). These quizzes cannot be made up!

“Eye of the Storm” Questions

Students are required to read “From the Eye of the Storm: The experiences of a child welfare worker” by Crosson-Tower and answer the questions at the end of each chapter. The due dates for these assignments are included in the course schedule below. These assignments will be worth 100 points.

Site Visit/Class Presentation

Students are required to visit an agency that provides services to children, preferably DCFS. You should make an appointment to meet with a social worker at the agency. Your visit should ideally include a tour of the facility and an interview with one of the staff. At the end of the term you will describe your experience through a PowerPoint presentation.

The presentations should include the following elements: 1) Describe the agency, its purpose, its target population, how it is funded, the types of services offered, etc. 2) Describe what qualifications (degrees, skills, knowledge, etc.) are needed to do the job that the person you interviewed is doing? 3) Do you think you would enjoy working at this agency? Why or why not? Presentations may not exceed 15 slides.

Grading Criteria

Learning Activities will be worth the following points:

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<tr>
<td>Quizzes</td>
<td>100 pts</td>
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<tr>
<td>Final</td>
<td>100 pts</td>
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<tr>
<td>Eye of the Storm Questions</td>
<td>100 pts</td>
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<tr>
<td>Presentation</td>
<td>100 pts</td>
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<td>Total</td>
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The final grade will be based on the following percentage system:

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**Academic Dishonesty**

Academic dishonesty of any sort will not be tolerated. Plagiarism is “knowingly representing by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgement.” Plagiarism will not be tolerated and ignorance of what constitutes plagiarism is no excuse.

**Your Responsibilities as a Learner**

It is expected that students will attend all classes and complete the required quizzes and assignments. It is the student’s responsibility to obtain all missed material and assignments and notify the instructor ahead of time if deadlines cannot be met. Late assignments will not be accepted unless prior arrangements have been made.

**Know Thyself**

The effective use of self in social work practice is vital. Students should take every opportunity to develop awareness related to personal biases that may adversely impact your work with future clients.

**Reasonable Accommodation**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification. Also for the University of Utah's policy on student class attendance, please read the following from the student handbook: [http://www.acs.utah.edu/sched/handbook/toc.htm](http://www.acs.utah.edu/sched/handbook/toc.htm).

**Preventing Sexual Harassment**

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Office at 581-2169.
Course Schedule

8/26  Introduction to the Course. Review Course Syllabus. Discuss Assignments.

9/2  Children: our most important resource. The Changing Family.
Reading Due: Crossen-Tower, Chapter 1; Crossen-Tower, Chapter 2; Lindsay Chpt. 4 (p. 69-88) in Reading Packet.
*Eye of the Storm Chapters 1 & 2 due

9/9  Childhood Poverty in the United States
Reading Due: Crossen-Tower, Chapter 3; Lindsay, Part II intro. (p. 185-188) & Chapter 8 (p. 189-228)- Readings Packet
*Eye of the Storm Chapters 3 & 4 due

9/16  Current Social Problems that Impact Children: Substance Abuse, Violence, Teen Pregnancy, & Homelessness
Reading Due: Crossen-Tower, Chapters 4 & 10
*Eye of the Storm Chapters 5 & 6 due

9/23  Daycare Services & School-Based Services. Counseling Services for Children and their Families
Reading Due: Crossen-Tower, Chapter 5 & 6
*Eye of the Storm Chapters 7 & 8 due

9/30  Child Abuse and Neglect & Child Protective Services
Reading Due: Crossen-Tower, Chapter 7; Pelzer, A Child Called It; Lindsay, Chapter 5, “The transformation of child welfare into children’s protective services.”- Readings Packet
*Eye of the Storm Chapters 9 & 10 due

10/7  FALL BREAK- NO CLASS

10/14  Preventing Child Abuse and Neglect. Family-Centered Services
Reading Due: “Prevention” chapter by Crossen-Tower- readings packet; Crossen-Tower, Chapter 8
*Eye of the Storm Chapters 11 & 12 due

10/21  Court Services for Children & the Litigious Child Welfare Practice Environment
Reading Due: Crossen-Tower, Chapter 9; “Law & Procedure: Court interventions with children & their families” by Downs, Moore, McFadden, Michaud, & Costin-Readings Packet.
*Eye of the Storm Chapters 13 & 14 due

10/28  Out-of-Home Services: Foster & Residential Care
Reading Due: Crossen-Tower, Chapters 11 & 13
*Eye of the Storm Chapters 15 & 16 due

11/4  Adoption Services. Culturally Competent Practice.
without it?- Readings Packet
*Eye of the Storm Chapters 17 & 18 due

11/11 Evaluating Child Welfare Practice
*Eye of the Storm Chapters 19 & 20 due

Reading due: Crossen-Tower, Chapter 14.
*Eye of the Storm Chapters 21, 22 & 23 due

11/25 Thanksgiving Break- No Class

12/2 PowerPoint Presentations

12/9 Final Exam.
Given during class.
Child Welfare Theories  
Course Syllabus  
USU SW 4900 / U of U SW 3314  
Section 1, 3 credits  
Friday 2:00 to 4:45 pm  
EDNET

Instructor: Susan Cutler Egbert, MSW, PhD  
Office: SW 122 (SRI)  
Office Hours: By appointment  
Phone: (801) 581-8598  
e-mail: susan.egbert@socwk.utah.edu, susaneqbert@msn.com

I. Course Description:  
This course is designed to strengthen students’ capacities to understand the developmental impacts of adverse childhood events, notably, the challenges experienced by children who are served by the child welfare system. The class includes exposure to the knowledge, skills, and values needed to identify and respond proactively to threats to the healthy development of children. This learning experience will be delivered via lectures, readings, guest speakers from the child welfare community, and student research on the developmental implications of childhood trauma.

TEXTS

IV. COURSE OUTLINE

<table>
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| January 11th | Course Introduction  
Video: Dr. Vincent Felitti, The Relationship of Adverse Childhood Experiences to Adult Health Status (Part 1) |
| January 18th | Physical Abuse as an Adverse Childhood Event  
Video: Dr. Vincent Felitti, The Relationship of Adverse Childhood Experiences to Adult Health Status (Part 2) |
|            | Reading: Somebody’s Someone to page 125                                |
| January 25th | Developmental Issues: Children and Youth in Foster and Adoptive Placements, Early Maltreatment and Brain Development  
Guest Speaker: Marty Shannon, State DCFS Adoption Program Manager |
Reading: *Somebody’s Someone* to page 250

February 1st
Parental Substance Abuse as an Adverse Childhood Event
Living with an Alcoholic or an Addict
Guest Speaker: Dave B., Al-Anon Participant

Reading: *Somebody’s Someone* to end

February 8th
Parental Mental Illness as an Adverse Childhood Event
*Somebody’s Someone* Group Discussion

**ASSIGNMENT DUE:** *Somebody’s Someone* Reaction Paper

February 15th
National and State Child Abuse Prevention Program Efforts
Evidence-based Prevention Programs (In-home service and parent education models)
Guest Speaker: Elizabeth Kuhlman, DCFS State Child Abuse Prevention Program Manager

February 22nd
Childhood Witnessing of Domestic Violence

Reading: *The Lost Boy* to page 110

February 29th
Physical and Sexual Abuse: Signs and Reporting, Effects on Children and Families
Guest Speaker: Prevent Child Abuse Utah

Reading: *The Lost Boy* to page 220

March 7th
Child Protection System Intervention: Child and Family Perspective

Reading: *The Lost Boy* to end

March 14th
Adoption Options
Transracial Adoption
Guest Speaker: Kathy Searle, Coordinator, Adoption Exchange of Utah

**ASSIGNMENT DUE:** *The Lost Boy* Reaction Paper

March 21st—NO CLASS, UNIVERSITY SPRING BREAK
March 28th            Out of Home Placement from the Child’s Prospective
                          Video: Michael Trout, *Transitions*
                          The Lost Boy Group Discussion

Reading: *On Their Own* Chapters 1, 2, 3

April 4th              Aging Out of Foster Care

Reading: *On Their Own* Chapters 4, 5, 6

April 11th             Project Presentations                        Guest Speaker: YOU!!!

Reading: *On Their Own* to end—Take Home Exam Distributed

ASSIGNMENT DUE: Project Paper

April 18th             Dr. Tollefson via satellite for BSW program focus group
                        (Instructor will not be present)
                        Complete take home examination for *On Their Own* and email to Dr. Egbert by
                        5:00 p.m. today with subject line: BSW Book Exam

V. General U of U Information

- The University of Utah School of Social Work seeks to provide equal access to its programs, services
  and activities for people with disabilities. If you will need accommodations in this class, reasonable prior
  notice needs to be given to the instructor and to the Center for Disability Services,
  http://disability.utah.edu/ 162 Olpin Union Building, 581B5020 (V/TDD) to make arrangements for
  accommodations. This information is available in alternative format with prior notification.
- Content accommodations are not provided in this course.
- Drop and withdrawal deadlines: Last day to drop is January 16, 2008.
  Last day to withdraw is February 29, 2008.

VI. Grading
Grading in this course is based upon the following activities and assignments. Since all graded
assignments are related directly to course objectives, failure to complete any assignment will result in an
unsatisfactory course grade. All written assignments are to be completed using APA reference format. All
written assignments must be typed in 12 point font, with 1 inch margins and double-spaced, with careful
proofreading. Grammar, punctuation, syntax, spelling will be taken into account in grading.

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The overall grade for the course will be based on the following:
1. Guest Speaker Notes (15%)  
2. Somebody’s Someone Reaction Paper (15%)  
3. The Lost Boy Reaction Paper (15%)  
4. On Our Own Take Home Exam (15%)  
5. Project Paper (30%)  
6. Project Presentation (10%)

VII. Assignments---Please note: late assignments are only eligible for 50% credit unless prior arrangements have been made

1. Guest Speaker Notes  
   Turn in (written or typed—do not exceed one page double spaced)  
   ➢ Speaker’s name, date, and topic  
   ➢ 3 facts you learned about the topic  
   ➢ 3 thoughts or feelings you had about the topic  
   Due by the next class meeting time

2. Somebody’s Someone Reaction Paper—Outline to be provided on February 3rd  
   Due on February 8th at 2:00 p.m.

3. The Lost Boy Reaction Paper---Outline to be provided on March 10th  
   Due on March 14th at 2:00 p.m.

4. Project paper—Outline to be provided  
   Due on April 11th at 2:00 p.m.

5. Project presentation—Powerpoint format, Outline to be provided  
   Presentations held in class on April 11th

6. On Our Own Take Home Exam—To be distributed on April 11th  
   Due on April 18th at 5:00 p.m. via Email, subject line BSW Take Home Exam
Utah State University Social Work Program
Forensic Child Welfare Course Syllabus
USU 4900 Special Topics / U of U SOWK 3804 Special Topics

Instructor:
Office:
Phone:
Email:
Office Hours:

Course Description

This course will introduce you to the forensic or legal aspects of child welfare practice and will cover such topics as the American legal system, child welfare system, juvenile justice system, child maltreatment, evidentiary issues related to these topics, and forensic interviewing with children.

Program Goals

There are two fundamental goals that guide the Social Work Program:

1) To prepare students for employment as generalist social workers through education in a professional foundation curriculum and selected liberal arts education coursework.

2) To prepare students for advanced education, as well as to enlighten students with responsible citizenship in the areas of service and research.

The program is based on a generalist conception of social work and a problem-solving, empowerment, and strengths models of practice. The social work sequence stresses problem-solving at the interface of person and environment, which requires that students develop a repertoire of generalist practice skills. The program inculcates in students the knowledge, skills, understanding, and values necessary to perform multi-level assessments and interventions utilizing a theoretical knowledge base. The program is committed to building a student’s education on a solid base which includes a liberal arts perspective vital to the development of a social worker.

As a faculty, we endeavor to prepare students for advanced standing in graduate professional programs and to provide a solid academic base for continuing education. To accomplish this, the Program is designed to facilitate the development of the profession’s knowledge, values, and skills bases, to provide a well rounded liberal arts educational foundation, to develop good study habits, written and oral communication skills, and to teach the ability to think critically.
We also endeavor to maintain a campus environment which will foster a sense of community and social responsibility, as well as responsible citizenship in the areas of service and research. To accomplish this, the Program provides opportunities for service learning, social development, and educational research forums through the state affiliated National Association of Social Workers student organization and the Social Work Phi Alpha Honor Society.

**Course Objectives**

1. To understand the public policy and legal framework for child welfare practice;

2. To become familiar with Juvenile Court proceedings and other legal proceedings related to child welfare practice;

3. To become familiar with the causes and legal consequences of child maltreatment;

4. To become familiar with the legal system’s involvement in adoption and foster care;

5. To become familiar with the roles that others play in the legal and court process;

6. To begin to develop skills necessary for effective participation in the legal system;

7. To be able to identify and analyze ethical issues that arise in the course of child welfare practice;

8. To become familiar with substantive legal issues affecting social workers and their clients.

**Nondiscrimination Policy**

All aspects of the social work program are conducted without discrimination on the basis of race, gender, age, religion, national origin, disability, veteran’s status, or sexual orientation. The Affirmative Action/Equal Opportunity Office at Utah State University is responsible for overseeing compliance of a wide variety of federal/state laws, executive orders, and University policies that address equal opportunity in employment and education. Ultimately, it seeks to institutionalize affirmative action and equal opportunity concepts in everyday operations and activities. To accomplish this goal, it: (1) advises and assists the Utah State University community in ensuring an equal opportunity environment free of discrimination and sexual harassment, and (2) assist the with proactive efforts to create a gender and ethnically diverse community of students, faculty, and staff, in order to redress imbalances and enrich the University experience.

**USU POLICY NUMBER 303 ON AFFIRMATIVE ACTION/EQUAL OPPORTUNITY.**

Utah State University ensures equal opportunity in all aspects of employment, programs, and activities and prohibits discrimination based on race, gender, age, religion, national origin,
disability, veteran’s status, or sexual orientation. In addition, USU policy number 339 specifically prohibits sexual harassment in the workplace. Also, USU policy number 305 provides discrimination complaint procedures. The Affirmative Action/Equal Opportunity office provides information and educational programs regarding equal opportunity and affirmative action including sexual harassment preventive training and diversity training; assists in setting goals and timetables for hiring; monitors hiring procedures, implements the grievance procedures for discrimination; and oversees the University’s affirmative action plan. For further information the office is located in M161, 797-1266.

**Accommodation**

Any student with a disability who requires accommodation must contact the instructor. *If you have a documented disability and need reasonable accommodation to participate in this course, please visit with the instructor immediately and we can arrange the necessary reasonable accommodations.* The disability must be documented by the Disability Resource Center, SC 104, 797-2444. Course materials may be requested in alternative formats.

**Academic and Professional Expectations**

Academic dishonesty of any sort will not be tolerated. You are advised to obtain a copy of the *Code of Policies and Procedures for Students at Utah State University* and refer in particular to the passages on academic dishonesty and disciplinary measures. Especially, you are to familiarize yourself with what constitutes plagiarism and to avoid it. Plagiarism is “knowingly representing by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment” (*Code of Policies and Procedures for Students at Utah State University*, p. 10). Plagiarism will not be tolerated an ignorance of what constitutes plagiarism is no excuse.

**Attendance and Participation Policy**

This course is discussion and training-based. Attendance is mandatory and will be taken in each class. Simple attendance is not enough, active participation is also required. Each student is expected to critically read all assignments before each class and come prepared to discuss those materials thoroughly and participate in active learning assignments. At the end of the course, your professor will make a professional judgment about each student’s quality of participation. Make sure you participate sufficiently that your professor will notice you and remember the quality of your comments. Realize that the assessment of your participation grade will be based not only on the frequency of your comments, but, more importantly, on the understanding and insightfulness that your comments demonstrate. Participation in class requires that the student be present in class, be prepared by having read the course readings, contribute to class discussions, and hand in all assignments on time. If you know in advance that you will be unable to attend a class on the day an assignment is due, you should make arrangements with the instructor to turn the assignment in early.
Students who miss two class periods, regardless of the reason, during the semester will have their final grade lowered one letter grade (e.g., from an A to a B) and will be asked to meet with the instructor and the program director to discuss continuation in the program.

Attendance and participation are an important part of your grade. It is the student’s responsibility to make-up all work missed when absent. It is not the responsibility of the instructor to provide class notes to students who have missed class. Other class members can be a source for class notes. The course syllabus provides all of the information for the course, and it is a student’s responsibility to use it as a guide and to contact the instructor for any clarification. The professor reserves the privilege of making changes to the syllabus—including changes to the reading schedule, assignment expectations, and even grading structure. Students will be given fair warning of any changes.

In consideration of the other students in the class and the professor please do not text message or answer cell phone calls during class. All cell phones should be turned off during class and be kept in your book bag. If you are using a laptop to take notes, please use it only for this purpose. It is necessary to arrive on time for class and attend the entire class period to meet the attendance requirement. The professor reserves the right, according to University Student Code, to dismiss anyone in class who is disruptive to the class process.

Use of Self is a key to effective social practice and is the demonstrated ability to use self in an appropriate manner which includes active participation, an established pattern of being on time, and demonstrating responsibility and commitment to your learning. Part of professional behavior is the ability to effectively communicate. It is expected that a student will e-mail the professor acknowledging any absence. This action exhibits responsible behavior on the part of the student but does not constitute and excused absence. One crucial foundation for being able to do this is developing insight into your own self process in the classroom environment and in relation to your class assignments, other students, and your professor. You will have continuous opportunities to evaluate your own progress and process in relation to your use of self and skills development, and receive feedback from others. Use of self also includes the following:

- Quality of written work
- Receptivity to new learning and differing perspectives
- Ability to accept feedback and attempt change

In situations where there are concerns, an evaluation of your performance based on use of self will be added to your student file and will be used as part of the criteria for advanced standing. The student will be advised of these concerns and this notation.
**Teaching Methodology**

Three related quotations play a major role in shaping my mode of teaching. Let me share them with you in the hope that you will then better understand my teaching approach.

(1) The goal of education is not to train future authorities but persons who are not intimidated by those who claim to be authorities. The alternative to gullibility is not the lack of respect for competence but the ability to find who is competent and who is not.

Walter Kaufman

(2) He who knows only his side of the case knows little of that. His reasons may have been good and no one may have been able to refute them. But if he is equally unable to refute the reasons on the opposite side he has no ground for preferring either opinion.

John Stuart Mill

(3) If for our views we claim only reasonable probability, it is as much as people who love the truth can ever at any moment hope to have within their grasp.

William James

**Recommended Reading**


**Course Requirements**

1. **Participation:** You are expected to attend all classes and to actively participate (i.e., ask meaningful questions, share relevant opinions and observations, provide feedback to peers, engage in classroom exercises). Please note that participation that reflects your having completed and thought about the reading is most desired.
2. **Readings:** You are expected to do all assigned readings. All readings are available on Blackboard.

3. **Three Field Trip Reaction Papers:** Details will be provided in class.

4. **Three Papers:** There will be three research papers due throughout the semester. In these papers you are to research an area of forensic child welfare of interest to you. These papers are an opportunity to develop specialized knowledge about three particular areas of forensic child welfare. Topics might include, but are not limited to, any of the topics covered in the syllabus. These papers must be typed and the length should be 4 (four) pages with 4-6 references. Incorrect grammar, misspelled words, and typographical errors will result in a lowered grade.

**Grades**

The following is the assignment/point distribution:

- **Participation** .................................................................10%
- **Attendance** ...............................................................10%
- **Field Trip/Guest Speaker Reaction Papers** .....................5%
- **Three Papers** .............................................................75%

**Tentative Class Schedule**

Our classes will include lectures, class discussion, and in-class exercises. We will also take several field trips, have some guest speakers, and watch several videos throughout the semester.

Please note that this is a **tentative** class schedule. I will try to keep us on the schedule below. It is not, however, so important that we will rush to get through or cut off productive class discussion to permit us to finish it.

Also, there will be some additional readings for this class that can be accessed through Blackboard. I will notify the class in advance when such readings should be completed.

**Friday, September 3rd**

**Course Introduction**

**Movie:** Dear Zachary
Friday, September 10th  The American Legal System
Friday, September 17th  The American Legal System
                      The Juvenile Justice System
                      Movie: Lost Children Behind Bars
Friday, September 24th  The Juvenile Justice System
                      Paper One Due
Friday, October 1st   Forensic Interviewing with Children
                      Movie: Did Daddy Do It?
Friday, October 8th   FIELD TRIP- Juvenile Justice Services
Thursday, October 14th FIELD TRIP- Juvenile Court/Probation
                      Field Trip Reaction Paper One Due
Friday, October 22nd  Forensic Interviewing with Children
                      Field Trip Reaction Paper Two Due
Friday, October 29th  Forensic Interviewing with Children
                      Paper Two Due
MTW, Nov. 1,2,3       Child Abuse and Family Violence Conference
Friday, November 5th  Guest Speaker: Misty Crawford, DCFS
                      Field Trip Reaction Paper Three Due
Friday, November 12th  NO CLASS
                      Guest Speaker Reaction Paper Four Due
Friday, November 19th  NO CLASS
Friday, December 3rd

NO CLASS

Paper Three Due
Course Description:
This course provides specialized training in child welfare practice. The Utah State Social Work Program, in partnership with the College of Social Work at the University of Utah, is participating in a five-year federally-funded (U.S. Children’s Bureau) training program for undergraduate social work majors. This is one of the courses required of students participating in the grant. This Advanced Practice in Child Welfare class will build on the student’s social work knowledge and values base to identify, explore and engage in the practice skills needed to successfully work with these populations and work settings. Students will explore and learn to work with situations involving: a) Clients who are generally involuntary and resistant; b) Clients whose lives are impacted by violence, abuse and lack of resources; c) And where the social work role is often formulated through Federal and State regulation. Emphasis will be placed on teaming / collaborative skills, family continuity focus and effective planning and contracting strategies.

Knowledge Objectives
Students will gain knowledge in the following areas:
1. Significant state and federal legislation affecting families / children and SW practice
2. The function of family support and prevention programs in the continuum of family / children’s services and the role of the social worker in accessing these services
3. The importance of maintaining continuity of relationships for child /youth in placement and coordinating all concerned parties to secure important emotional bonds
4. The value of teamwork for providing support and fulfilling job-related responsibilities and principles of collaboration
5. The role of the courts in child welfare issues and the role of social workers in relation to the courts

Practice Skills Objectives
Students will develop practice skills to:
1. Incorporate the values of social work into practice with resistant clients struggling with serious social dysfunction
2. Recognize and assess the primary manifestations of adult / parental dysfunction and of child maltreatment and their impact / risk to child.
3. Evaluate the level of (continuing) risk for abused / neglected children within a family, weighing against the trauma of separation involved in out-of-home placement.
4. Identify and respond to deterrents to healthy child development, including children in out-of-home placement (shelter, foster care, residential)
5. Assess & implement treatment plans that view the whole child / family across major areas of functioning, incorporating racially, ethnically and diverse cultural aspects.
6. Develop an intervention plan specific to the needs and strengths of the child / family that addresses specific treatment and cultural needs
7. Develop abilities to function as a case-manager or team member and collaborate with other service providers to obtain needed services for children / families
8. Evaluate various child welfare interventions and what the interventions indicate about the efficacy of child welfare practice


**Class Schedule & Content & Assignments**

**Section I**

**January 12 & 19  Text: Chapters 1-3  Introduction**

**Objectives:**
- a) Review student foundation knowledge of Child Welfare (Quiz)
- b) Explore the scope and depth of child welfare issues & needed worker skill
- c) Demonstrate the connection between assessment, planning & contracting, and implementation of the Plan

**Content:**
- Concept of CW: History / Controversies / Competing Priorities (Text: Ch 1)  
  Priorities: Accountability, Safety, Permanency

**Spectrum of Concerns:**
- Children and Divorce, Delinquency, Sexuality (Unwanted Pregnancies) & Substance Abuse
- Issues of MH problems, Racial / Ethnic concerns, Substance Abuse & Maltreatment, Domestic Violence

**Policies, Legislation, Services & Research**
- Evolving Services & Legislation (How We Got Where We Are) (Text: Ch 1)
- Family-Centered, Strengths-Based & Alternative CW Programs (Text: Ch 1 & 2)
  - Supplementary, Supportive & Substitute CW Services (Text: Ch 2)
- Policy & Research in CW; Evidenced-Based Practice? (Text: Ch 3)

**Working in Child Welfare Agencies & With Other Service Providers**

**Student Assignments:**
- Chapters 1 - 3
- 2. Read Highlight 2.2 Protocols for Child Welfare Practice 1-19 (Mather & Lager)
3. Complete Quiz on present knowledge of & experience with CW & Services
4. Read: Solution Building article

Section II
Friday, January 26 Text: Chap 4 Cultural Competence in CW

Objectives:
Students will develop understanding and awareness of the following:
  a) How the well-being of families / children are affected by the values & beliefs of their culture
     and the environmental circumstances in which they function
  b) How ethnocultural backgrounds affect the way children are raised & disciplined
  c) How the dominant cultural perspective of what families should be, affects the decisions we
     make in regard to minority families
  d) What are your own perspectives (beliefs, concepts & prejudices) and extent of cultural
     knowledge (or lack of it)

Content:
Assessment & Establishing relationships: How is the reality of minority status expressed in
attitudes / behaviors
Legislative measures & Influences (Indian Child & Multiethnic Acts, Etc.) Chap 1
Racial / Ethnic Characteristics of the CW population (Text: p 123-4)

Exercises:
Explore personal attitudes & definitions of families and dysfunction (Exercises)
Handling Anger, Conflict and Resistant client systems (Exercises)
The process of Assessment & Establishing Relationships in Child Welfare
Complete & Discuss: the Family Values Quiz (In-Class Exercise)
Review use of the Ecogram & Genogram

Student Assignments:
1. Read Chapter 4 - Cultural Competency in Child Welfare before coming to class
2. Do Text exercise on p. 74. In answering each question try to identify where your stereotypes
   are prominent and how you will have to open your thinking to meet the needs of the various
   families you will meet in the child welfare system.
3. Applying Cultural Norms to Case Examples (Text: pp. 79-88) Prior to class - Choose two
   case examples on pp. 85-88 and answer the questions stated after each case (use material on pp.
   79-85 as reference).

On-line Quiz on Chapters 1-4 Completed by Saturday, February 3 (Midnight)
Section III  
February 2 - 23     Chaps 5 - 7   SW Practice in Child Maltreatment  
Note: We will meet in Ogden on February 23  

February 2  Neglect  Chapter 5  
February 9  Abuse & Emotional Maltreatment  Chapter 6  
February 16 & 23  Child Sexual Abuse  Chapter 7  

Objectives:  
Students will learn to:  
   a) Define Child Neglect, Abuse & Emotional Maltreatment, and Sexual Abuse and identify safety & risk-assessment tools & procedures  
   b) Apply the Assessment, Planning / Contracting and Problem-Solving processes with these families  
   c) Explore & experience skills needed in Coordinating, collaborating and case-management  

Content:  
Coordinating, Collaborating and Case Managing  
Skills needed: (Protocols 17-19, Mather & Lager)  
Coordinating the services of multiple service providers  
Finding & Linking Families with appropriate community resources  
At-Risk Assessment (Introduce tools)  
Specially Challenged Children and Child Temperament  
The concepts of attachment / bonding & how established & maintained (Video)  
Working with Families with Substance Abuse  
The role & use of the court system; Keeping the court informed, Testifying  
Maintaining parental involvement & visitation in placement situations  
   Speakers: SLC Drug Court for addicted mothers  

Exercises:  
Defining At Risk Protocols  
Using Theories of Etiology to Inform Assessment (Class Exercises)  
Use of Authority with Reluctant & Hostile Clients (Class Exercises)  
Writing an Assessment (Assignment); Planning & Contracting (Assignment)  

Student Assignments:  Additions to be Announced Later  
1. Read Text Chapters 5-7  
2. Read materials on Use of Authority  
3. Read assigned cases and write up an assessment and plan / contract  
4. Read assigned materials and Define Questions for your Risk Assessment Format  
5. Read Child Temperament material  

On-line Quiz on Chapters 5 - 7  

4
Section IV

March 2–30 We will meet in Ogden on March 30

Societal Issues Influencing Child Welfare: Chaps 8 - 10 (Adolescent Sexuality & Pregnancy; Behavioral & Delinquency Issues; Divorce & Loss)

Applying Practice Concepts: Est Relationships; Assessment; Planning & Contracting; Implementation of Plan; Evaluate Outcomes & Terminate Services

March 2: Speakers: MH Court in SLC (Tentative)
March 9: Adolescent Sexuality & Pregnancy (Ch 10)
(Spring Break 12th to 16th)
March 23: (con’t) Divorce & Loss (Ch 9);
March 30: Behavioral & Delinquency Issues (Ch 8)

Objectives:
a) Explore the societal issues influencing CW: Adolescent Sexuality, Delinquency; Divorce & Loss
b) Identify the effective strategies and processes needed in working with adolescents
c) Concentrate on Contracting, Negotiation and Planning for Action

Content:
Accessing & Dealing with Issues of Loss, Family Disruption & Trust
Assessment & Relationship Considerations (Especially with Adolescents)
Defining Service Plans with clear goals, strategies, time-frames and desired outcomes
Using Negotiating in Setting up Contracts & Plans of Action
Defining action steps for families and professionals & evaluating outcomes
Use, functions & forms of contracts (with cultural & developmental considerations)

Student Assignment (Additions will be assigned at a later date)
1. Read Chapters 8, 9, & 10
2. Using assigned cases: Choose a case where you will be the family member and where you will be the worker:
a) For the case where you are the worker, write up a Service Plan (Goals, Strategies, Time Lines, Outcomes); Bring to class and negotiate with classmates as family members
b) For the case where you are the family member be familiar with the situation to advocate for what you can realistically accomplished or good reasons why not.
3. Using assigned cases: Set up a clear contract with an adolescent client

Section V

April 6 - 13 Permanency Planning and Adoption (Ch 11)

Assessment, Care (Service) Planning & Implementation, MH issues, Grief & Loss, Attachment (Disorder), Interracial & Special-Needs Adoption, Independent Living (Transition)
Content:
Attachment & Attachment Disorder (Video)
The reality of Permanency planning (Specific substance abuse & MH issues)
Adoption Process: Interracial, Special Needs
Addressing grief & loss issues for children and parents
Independent Living: Leaving the system: the role of the social worker

Student Assignments:
1. Read Text Chapter 11
2. Further Assignments to be Announced

Section VI
April 20: Chapter 12
Alternatives: Prevention, Early Intervention & Treatment (Intervention)

Content:
Prevention & Early Intervention
Home Visitation & Parent Education Programs
Effective Intervention Strategies Including Collaborative Programs
Question of Privatization

Tape on Shared Family Care & Oprah video on taking in prostitute
Speakers: Early Intervention Program

Student Assignments:
1. Read Chapter 12
2. Further Assignments To Be Announced

Section VII
April 27: Chapter 13
Leadership & Change The Culture of CW; Leadership within the Culture

Content:
Leadership: Trends, Traits & Theories
Leadership Challenges in CW Organizations
Leading Change in CW Organizations

Student Assignments:
1. Read Chapter 13
2. Further Assignments To Be Announced
CLASS POINTS
1. Class Related Assignments (& Participation)  200 Points
2. Tests / Quizes  100 Points
3. Final Project  50 Points
4. Attendance  50 Points
TOTAL  400 Points

GRADING:
The final grade will be based on the following percentage system:

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Final Project
Either 2 Practice Projects or the Evidence-Based Project)

A. Practice Projects (Do two)
Due Dates: First on March 30 Second due on April 20
1. Using an Assigned Case: Find Real Resources in your area; Consider Co$t, Transportation, Cultural needs, Eligibility, Special Needs, Availability & Accessibility. Interview Agencies / Staff in your area. 25 points 3 typed pages

2. Devise a survey instrument regarding Child Welfare Issues: Interview 25 persons and collate results. Did age, gender, being a parent, employment, past experience with child welfare, affect their attitudes? 25 points 3 typed pages

3. Using a Culturagram: Locate two families with a minority cultural orientation and complete a Culturagram. In addition to collecting the needed information, interview the family member(s) as to the value of the tool. Did it help them tell “their story”. Complete in 3 typed paged: Use only one page for descriptive information. In the other two pages review what you learned from the process and how you see yourself using this tool in your practice. 25 points 3 typed pages

4. Interview three (or More) Families re 5 children, using the Temperament classification info. Was it useful for the families? What did you learn? (Be prepared to offer families info on dealing with the Difficult Child). 25 points 3 typed pages

5. Define four activities a parent could use in a supervised visitation with their children, Specify the age group. Make them simple. They may be in a confined space & have
limited supplies. Have a description of the activities, their purpose & instructions for parents. What could the parent prepare beforehand? 25 points 3 typed pages

6. Interview staff from three agencies. What are the 5 most difficult problems they have in coordinating their services with other agencies? What are 5 things they have learned? If they could change 3 things about delivering services for families, what would they be? 25 points 3 typed pages

7. Survey services in your area for substance abuse. Are their services for mothers with children? For family members? (List and describe programs and referral procedures) Interview staff working with substance abuse problems. What 5 recommendations would they give you as a Child Welfare worker in working with or seeking services for family members with these problems? 25 points 3 typed pages

8: Interview 5 persons (can be fellow students) about all the losses in their lives - Use a very broad definition. How did they react to these losses? Have they successfully grieved & How. If not, how do these feelings express themselves in their lives presently? 25 points 3 typed pages

OR

B. Evidence-Based Practice:
Due Date: April 20

Evidenced-Based practice and Best Practice are presently favored terms in the field of Social Work. They are meant to focus on effectiveness and accountability. In Plionis (2007), best practice is defined as the conscientious, explicit, and judicious selection of an effective (evidenced-based) and appropriate intervention strategy for a specific client or situation. She further defines social work competency as involving critical assessment of available empirical evidence when making decisions and realistic appraisal of a variety of theories.

Evidenced-based practice encourages the practitioner to access and evaluate the empirical evidence for or against a particular treatment decision. In other words, evaluate treatment options according to existing empirical evidence. The practitioner is also asked to assess cultural diversity and evaluate the cultural relevance of selected treatments.

Students will choose a topic of their choice (Working with Substance Abusing Families; Interviewing children in abuse situations; Planning for parent / child visitation or reunification; Preparing child/parents/fosters for placement; Preparing parent-agency service agreements, Effective child management programs to handle the difficult child, etc) Use 10 sources and prepare a 6 page paper summarizing the best practice models for social workers dealing with this issue / situation / client.
UNIVERSITY AND CLASSROOM POLICIES

Critical Thinking
This course supports the aspect of critical thinking. Critical thinking concentrates on the process of reasoning. It stresses how individuals think about the truth inherent in a statement, or how they analyze an issue to formulate their own conclusions. Critical thinking focuses on the questioning of beliefs, statements, assumptions, lines of reasoning, actions, and experiences. “Facts” are not taken on face value. Rather, one examines and evaluates its validity by
1) Asking Questions (Be open, Think Outside-the-Box)
2) Assessing the established facts and issues involved (Seek Relevant information)
3) Asserting a concluding opinion. (What information causes you to agree or disagree)

Critical Thinking enhances self-awareness and the ability to detect various modes of distorted thinking that can trick people into assuming truth. These are useful tools for social workers working with client systems. Critical thinking can also help each one of us:

a) Identify Propaganda: (ideas, facts, or allegations spread deliberately to further one’s cause or to damage an opposing cause; may be true or untrue; Sensationalizes a point of view by blowing it out of proportion)
b) Distinguish intentionally deceptive claims

c) Focus on and choose words carefully (Focuses your attention on the meaning of each word used to convey an idea or concept)
d) Be wary of emotional ploys and appeals (Downplays logical thinking and plays on emotions)


ATTENDANCE AND PARTICIPATION POLICY:
Students are expected to attend all scheduled class meetings. Attendance will be kept daily. Students who miss class periods during the semester will have their final grade lowered.

It is the student’s responsibility to make-up all work missed when absent. It is not the responsibility of the instructor to provide class notes to students who have missed class. Other class members can be a source for class notes. The course syllabus provides all of the information for the course and it is a student’s responsibility to utilize it as a guide and to contact the instructor for any clarification. The professor reserves the privilege of making changes to the syllabus—including changes to the reading schedule, assignment expectations, and even grading structure. Students will be given fair warning of any changes.

Participation in this class is worth 15% of your grade and requires that the student be present in class, be prepared by having read the course readings, contribute to class discussions, and hand in all assignments on time. It is necessary to arrive on time for class and attend the entire class period to meet the attendance requirement. If you know in advance that you will be unable to attend a class meeting on the day an assignment is due, you should make arrangements with the instructor to turn the assignment in early. Any
assignment turned in after the due date will be marked late and points will be deducted unless other arrangements, for legitimate reasons, are made with the instructor.

Cell Phones & Laptops: In consideration of the other students in the class and the professor please do not text message or answer cell phone calls during class. All cell phones should be turned off during class and be kept in your book bag. If you are using a laptop to take notes, please use it only for this purpose. The professor reserves the right, according to University Student Code, to dismiss anyone in class who is disruptive to the class process.

Use of Self is a key to effective social work practice and is the ability to use self in an appropriate manner in all situations. One crucial foundation for being able to do this is developing insight into your own self process in the classroom environment and in relation to your class assignments, other students, and your professor. The demonstrated ability to use self in an appropriate manner includes participation, an established pattern of being on time, and demonstrating responsibility and commitment to your learning. Part of professional behavior is the ability to effectively communicate. It is expected that a student will e-mail the professor acknowledging any absence. This action exhibits responsible behavior on the part of the student but does not constitute an excused absence. You will have continuous opportunities to evaluate your own progress and process in relation to your use of self and skills development, and receive feedback from others. Use of self also includes the following:

- Quality/Quantity of written work
- Receptivity to new learning and differing perspectives
- Ability to accept feedback and attempt change
- Comportment (Behavior) within the classroom setting

NONDISCRIMINATION POLICY: All aspects of the social work program are conducted without discrimination on the basis of race, gender, age, religion, national origin, disability, veteran’s status, or sexual orientation. The Affirmative Action / Equal Opportunity Office at Utah State University is responsible for overseeing compliance of a wide variety of federal/state laws, executive orders, and University policies that address equal opportunity in employment and education. Ultimately, it seeks to institutionalize affirmative action and equal opportunity concepts in everyday operations and activities. To accomplish this goal, it: (1) advises and assists the Utah State University community in ensuring an equal opportunity environment free of discrimination and sexual harassment and (2) assists the program with proactive efforts to create a gender and ethnically diverse community of students, faculty, and staff, in order to redress imbalances and enrich the University experience.

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age, religion, national origin, disability, veteran’s status, or sexual orientation. In addition, USU policy number 339 specifically prohibits sexual harassment in the workplace. Also, USU policy number 305 provides discrimination complaint procedures. The Affirmative Action / Equal Opportunity office provides information and educational programs regarding equal opportunity and affirmative action including sexual harassment preventive training and diversity training; assists in setting goals and timetables for hiring; monitors hiring procedures, implements the grievance procedures for discrimination; and oversees the University’s affirmative action plan. For information call 797-1266.

**ACCOMMODATION**

Any student with a disability who requires accommodation must contact the instructor ASAP during the first week of classes. The disability must be documented by the Disability Resource Center, University Inn 101, phone: 797-2444. The Center can make arrangements for course materials to be provided in alternative formats and other supports.

**The Family Education to Privacy Act (FERPA)** Prohibits grades, graded-essays, or any other form of graded assignment from being released by phone or from being placed in a public setting (e.g. outside the classroom, etc.) Except with explicit written permission from the student in question.

**Academic and Professional Expectations:**

Academic dishonesty of any sort will not be tolerated. You are advised to obtain a copy of the *Code of Policies and Procedures for Students at Utah State University* and refer in particular to the passages on academic dishonesty and disciplinary measures. Especially, you are to familiarize yourself with what constitutes plagiarism and to avoid it. Plagiarism is “knowingly representing by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment” (*Code of Policies and Procedures for Students at Utah State University*, p. 10). Plagiarism will not be tolerated and ignorance of what constitutes plagiarism is no excuse.
Utah State University
Social Work Program
SW 4870 and SW 5870: Practicum Child Welfare Integrative Seminar Manual
Professor Carol Mohar
Child Welfare Integrative Seminar Manual
Fall 2008 and Spring 2009

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Project Funded by Distance Education
Prepared by M. Diane Calloway-Graham, Ph.D., Associate Professor and Practicum Director, Spring 1993. Revised, Summer 2008.
INTRODUCTION

The Integrative Seminar provides an opportunity to tie the field practice experience to the academic program. It also facilitates the students' transition to their professional role as a generalist social work practitioner.

The overall purpose of the seminar is to integrate field work experiences and academic knowledge. The emphasis of the seminar will be placed on child welfare practice perspectives both from the vantage point of the professional as well as understanding the experience of the child or family that is being helped. Discussions and assignments will be centered on child welfare practice in reference to social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human bio-psycho-social development, social systems theory, and the application of social work practice values, knowledge, and skills. The intent of this manual is to provide students with course syllabi which detail goals, outcomes, learning methods, requirements, and methods of evaluation.
PHILOSOPHY OF THE INTEGRATIVE SEMINAR

The overall goal of the Integrative Seminar is to facilitate the process of students becoming "reflective generalist practitioners." Reflective practitioners are able to examine their own practice and communicate the thoughts, attitudes, values, and feelings that affect the actions they take. Professional behavior is based on implicit ideas and beliefs that the practitioners have developed through their own educational and practice experience.

The educational approach to facilitate the development of "reflective practitioners" entails four functions:

1. A means for helping students derive generalist social work practice principles.
2. To develop skills of critical thinking and self-analysis.
3. To participate in and benefit from peer learning.
4. To arrive at a synthesis of theory and practice.

These four functions are reflected in expected course outcomes, learning methods, and course requirements of each integrative seminar.
Generalist Social Work Practice

A generalist approach requires that the social worker assess the situation with the client and decide which systems are the appropriate units of attention, or focus of work, for the change effort. The units of attention may include an individual, a family, a small group, an agency or organizations, a community, or the transactions among these, the generalist approach emphasizes knowledge that can be applied to a variety of systems. For example, the following approaches could entail the focus of our work: (1) Enhance the problem-solving, coping, and developmental capacities of people, (2) Link people with systems that provide them with resources, services, and opportunities, (3) Promote effectiveness and humane operation of systems that provide people with resources and services, and (4) Develop and improve social policy.

The generalist social worker seeks knowledge about the environment and about interactions and transactions between his client system and the environment. The social worker seeks to understand “client system in environment.” The social worker looks for strengths and resources in the client system in the environment, and in the interactions and transactions between them. The social worker draws on skills and those of other helping systems to provide the services needed to bring about change within the framework of social work values and ethics.

The child welfare worker assumes many different roles in a variety of social service agencies. A social worker may be involved in the following types of services: family services, services for the homeless, services for the drug addicted, daycare, education, counseling, child protection, court services, services for teen parents, foster care, adoption, or residential care.
SOCIAL WORK 4870 and SW 5870
PRACTICUM INTEGRATIVE
CHILD WELFARE SEMINAR SYLLABUS

Instructor: Professor Carol Mohar
Office: M239B
Phone: 435-797-2484
Email: carol.mohar@usu.edu
FAX: 435-797-1240
Office Hours:

Course Description:

The Practicum Seminar, a weekly 75-minute class, is held in conjunction with the Field Practicum. Both the integrative seminar and field practicum provide students with the means to integrate, consolidate, and synthesize academic and practice experiences. The purpose of this course is to enable students to integrate the knowledge, values, and skills of the generalist social work practitioner in the field of child welfare and to respond proactively to threats to the healthy development of children. Emphasis will be given to understanding the developmental impacts of adverse childhood events and the challenges experienced by children who are served by the child welfare system, as well as, the reality of social problems that impact children, particularly those who are disadvantaged because of disability, racism, and poverty. In a dynamic profession like social work it is important that we learn to plan, assess, and document lifelong learning. Senior social work students need to become active, self-directed, and collaborative learners. When this happens it is more likely that students will engage energetically in lifelong learning opportunities following graduation. As a result, the quality and effectiveness of service to clients will be heightened.

Required Book


Fall Required Readings


**Spring Required Readings**


**Key Concepts:** Demonstration of effective service to child welfare clients and social service agencies, Integration of knowledge learned in the classroom, Professional Use of Self, Ethical Practice, Social Work Values, Diversity, Social and Economic Justice, Social Welfare Policy, Utilization of Supervision within a Generalist Framework, Evaluation of Practice.

**Social Work Mission**
The social work program’s guiding philosophy is based on two broad traditions: generalist social work practice and the land-grant university heritage. The program mission is to prepare social workers for beginning practice in a diverse society and to equip students with the knowledge and skills essential to the general tasks of promoting social welfare in institutions such as education, health, employment, housing and criminal justice. The program provides grounding in the fundamental generalist skills, knowledge, and values of social work, such as critical thinking, clarification of personal values, awareness of diversity, professional use of self, and communication and interpersonal relationships skills.

**Program Goals**
There are two fundamental goals that guide the Social Work Program.

1. To prepare students for employment as generalist social workers through education in a professional foundation curriculum and liberal arts education coursework.
2. To prepare students for advanced education as well as responsible citizenship in the areas of service and research.

**Program Foundation Objectives and Outcomes Related to Course:**
In congruence with the Mission and Goals of the USU Social Work Program, the Practicum is designed to reinforce the program's foundation curriculum objectives:
Each graduating student will demonstrate his/her ability to:

- Apply critical thinking skills within context of professional social work practice.
- Understand the value base of the profession and its ethical standards and principles, and behave accordingly.
- Promote student understanding, affirmation, and respect for people from diverse backgrounds: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Understand the forms and mechanisms of oppression and discrimination and strategies of advocacy and social change that advance social and economic justice.
- Understand and interpret the history of the SW profession and its contemporary structures and issues.
- Apply the knowledge and skills of generalist SW practice with systems of all sizes.
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- Analyze, formulate, and understand mechanisms of influence when responding to social policies.
- Evaluate research studies and understand their applicability to generalist social work practice.
- Use communication skills differentially across client populations, colleagues, and communities.
- Use supervision and consultation appropriate to SW practice.
- Function within the structure of organizations and service delivery systems.

**Course Objectives:**

- The overall purpose of the seminar is to integrate prior and current course work with Practicum experiences in the areas of social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human bio-psycho-social development, social systems theory, and social work practice.
- To understand generalist social work practice in the context of a social service agency and to demonstrate effective service to clients.

**Expected Course Outcomes:**

- To demonstrate knowledge of and adherence to the NASW Code of Ethics, as well as a commitment to being responsible for your own ethical conduct and quality of their practice.
- To possess a working knowledge of the structural components and policies within your agency setting, as well as demonstrate a knowledge of the intricacies of functioning as a professional in a social work setting.
• To possess specialized knowledge tailored to the particular field setting and client population required to engage in the helping process.
• To demonstrate values, knowledge, and skills required to function in a specific field of practice within the agency.
• To demonstrate respect for the inherent worth and dignity of all people and their right to self-determination.
• To demonstrate an appreciation for human diversity and a sensitivity to the cultural, ethnic, religious, and gender characteristics of the agencies client population.

**Relationship to Other Courses:**

The Field Practicum agency experience and integrative seminar represent the culmination of undergraduate social work education. In the senior year, social work students have the opportunity to serve an internship in which they can integrate and apply the fundamentals of the profession in real world settings under professional social work supervision.

The following eligibility criteria should be completed prior to the student entering the integrative and field work components of the curriculum: senior status (eligible to graduate); completion of University Studies program and all social work courses with the exception SW 5350; a grade of B- or better in SW 3050, 4150, and 4160; demonstration of appropriate, professional moral and ethical character, and must abide by the NASW code of ethics; and maintenance of an overall minimum GPA of 2.5 and 2.75 minimum GPA in the social work major.

**Nondiscrimination Policy:**

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Any student with a disability who requires accommodation must contact the instructor. The disability must be documented by the Disability Resource Center, SC 104, 797-2444. Course materials may be requested in alternative formats.

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**Attendance and Participation Policy:**

The seminar portion of your practicum is based on experience-based learning designs, which requires discussion and reflection. Attendance is mandatory and an official roll will be taken in each class.

It is necessary to arrive on time for class and attend the entire class period to meet the attendance requirement. Simple attendance is not enough, active participation is also required. Each student is expected to critically study the assigned readings for each class and come prepared to discuss those materials thoroughly. At the end of the course, your professor will make a professional judgment about each student’s quality of participation. Make sure you participate sufficiently that your professor will notice you and remember the quality of your comments. Realize that the assessment of your participation grade will be based not only on the frequency of your comments, but, more importantly, on the understanding and insightfulness that your comments demonstrate. Participation in class requires that the student be present in class, be prepared by having read the course readings, contribute to class discussions in person/Blackboard Vista, and hand in all assignments on time. If you know in advance that you will be unable to attend a class meeting on the day an assignment is due, you should make arrangements with the instructor to turn the assignment in early. Any assignment turned in after the due date will be
marked late and points will be deducted unless other arrangements, for legitimate reasons, are made with the instructor.

Attendance and participation in the seminar will count for 30% of the grade. It is the student’s responsibility to make-up all work missed when absent. It is not the responsibility of the instructor to provide class notes to students who have missed class. The course syllabus provides all of the information for the course and it is a student’s responsibility to utilize it as a guide and to contact the instructor for any clarification. The professor reserves the privilege of making changes to the syllabus-including changes to the reading schedule, assignment expectations, and even grading structure. Students will be given fair warning of any changes.

In consideration of the other students in the class and the professor please do not text message or answer cell phone calls during class. All cell phones should be turned off during class and be kept in your book bag. If you are using a laptop to take notes, please use it only for this purpose. The professor reserves the right, according to University Student Code, to dismiss anyone in class who is disruptive to the class process.

Use of Self is a key to effective social practice and is the demonstrated ability to use self in an appropriate manner which includes active participation, an established pattern of being on time, and demonstrating responsibility and commitment to your learning. Part of professional behavior is the ability to effectively communicate. It is expected that a student will e-mail the professor acknowledging any absence. This action exhibits responsible behavior on the part of the student but does not constitute and excused absence. One crucial foundation for being able to do this is developing insight into your own self process in the classroom environment and in relation to your class assignments, other students, and your professor. You will have continuous opportunities to evaluate your own progress and process in relation to your use of self and skills development, and receive feedback from others. Use of self also includes the following:

- Quality of written work
- Receptivity to new learning and differing perspectives
- Ability to accept feedback and attempt change

Please be aware that during your practicum placement you are developing future references for graduate school or a job. Your performance in seminar and your placement largely influences the quality of future references.

Procedures for Resolution of Field Problems

A successful academic education and a successful field education are critical indicators of the student's readiness to assume professional responsibilities. Since field instruction is an essential requirement for the major, the student must earn a passing grade in both semesters of field instruction in order to complete the Bachelor of Science or Arts degree in Social Work.
Professional Competence

In the field, students must demonstrate professional conduct, relationship skills and behavior consistent with the values and ethics of the profession. Students are expected to adhere to the NASW Code of Ethics. Issues related to conduct, relationship skills and behavior may or may not be included in the student's Learning Contract, but will be considered as factors in field grading and continuation.

A student's inability to meet specified standards signifies that a student is not adequately or appropriately performing at the level expected of an undergraduate social work student. The following presents examples, but not a complete list, of behaviors that may constitute professional concerns:

- The inability to establish and maintain constructive and appropriate interpersonal relationships with clients and agency personnel.
- The inability or failure to engage in tasks associated with field education, as assigned by the agency.
- The inability to accept constructive feedback and effectively utilize supervision from field instructors and/or faculty, and/or an inability to make changes recommended by this feedback.
- Failing to adhere to attendance standards of the agency. Not consistently being where you have committed to be. Not reporting on time. Consistent lateness in meeting deadlines to complete work.
- Failing to adhere to basic principles of social work practice which includes abiding by the NASW Code of Ethics, maintaining confidentiality, showing respect for clients, and using nonjudgmental approach.
- Rejection by two agencies during the field placement process for reasons related to appropriateness or readiness for placement. This includes your initial interview with your assigned placement agency during the orientation.

Ethical Competence

The NASW Code of Ethics is the cornerstone of determining and guiding ethical behavior for social workers and students, and adherence to these ethical standards is a requirement and standard for the program. Discussion about the code occurs in all social work classes. The following behaviors are examples, but not a complete list, of behaviors, which constitute a violation of the NASW Code of Ethics and which could result in dismissal from the program:
1. Engaging in sexual activities with clients;
2. Participation in dishonesty, fraud, deceit, or misrepresentation;
3. Exploitation of clients for personal advantage.

In addition, a conviction for a felony offense while in the program is an example of misconduct which may result in termination from the program. Any deficiency in academic or non-academic performance or behavior problem in the field will be brought to the student's attention by the field instructor and the Practicum Director/Assistant Practicum Director as soon as it has been observed. In this way, the student, with the assistance of the field instructor and Practicum Director/Assistant Practicum Director will have an opportunity to initiate timely corrective steps when appropriate.

**Roles and Responsibilities**

All parties involved, (student, field instructor and Practicum Director/Assistant Practicum Director), are responsible for identifying issues and concerns in the field and are expected to conduct informal direct communication between relevant parties when appropriate. It is expected that most problems will be quickly addressed and easily resolved in this manner.

**Student Responsibilities:** The student is responsible for notifying both the field instructor and the practicum faculty in a timely manner of any placement or performance concerns.

**Field Instructor Responsibilities:** The field instructor is responsible for ongoing observations of student performance in client and staff interactions and in written documentation. Should there be a problem a written and verbal mid-semester evaluation should be conducted. The field instructor is encouraged to provide ongoing constructive feedback to the student in reference to strengths and progress as well as any potential or noted problems in skill development, job performance, ethical considerations, or any other relevant issues.

**Practicum Faculty Responsibilities:** The program practicum faculty monitors the student's progress through the student's participation in field seminars, in individual conferences, by reviewing the student's evaluations, during agency field visits or other contacts with the student and field instructor. When problems in the placement occur, the practicum faculty may assist the student in determining how to address the problem directly, may serve as a sounding board for the field instructor before he/she deals directly with the student, or may refer the student to additional resources to facilitate the student's ability to meet the performance standards of the field placement. The practicum faculty will be actively involved in problem-solving activities related to the student's performance.
Routine Process for Ongoing Communication and Problem Solving

Problem-solving steps to address areas in need of improvement in the student's field education are modeled after the intervention techniques students are commonly taught in social work.

1. A supervisor determines that there are concerns with a student’s performance but thinks these issues can be resolved and a workable solution can be reached. The following process will be followed:
   
   A. The practicum instructor will provide the program practicum faculty with a written document identifying the areas of concern.
   
   B. A meeting will be held at the agency where areas in need of improvement are identified by student, field instructor, and Practicum Program Faculty. A plan to address the problem is agreed upon and implemented.

2. A student is concerned with goodness of fit in agency and learning needs being met.
   
   A. The student will meet with the program faculty supervisor to address concerns and find a workable solution.
   
   B. The program faculty supervisor will consult with agency and the student towards a workable solution.
   
   C. If it is assessed that there is no workable solution and a change of placement is appropriate, different options will be reviewed by the program faculty supervisor.

3. A supervisor determines that there are concerns with a student’s performance and the issues surrounding the circumstance are not resolvable at that point in time.
   
   A. The practicum instructor will provide the program practicum faculty with a written document identifying the areas of concern.
   
   B. The student will provide the program practicum faculty with a written document addressing identified areas of concern and how these problems would be addressed should another suitable placement be an option.
   
   C. The student and program practicum faculty will discuss the options for finding another placement (Fall semester only), re-applying to the practicum for the following year, or changing majors.

4. The program reserves the right to deny continuation in the program. If the program denies continuation, faculty will work with the student to determine an alternative major. Discontinuation of a field placement cannot occur unless the appropriate steps of the problem solving process have been utilized. A student discontinued from the program cannot graduate with a Social Work Degree.
Discontinuation from Field Education

If a student is discontinued from the field or does not receive a passing grade, a report, which includes written statements from the agency, the practicum faculty, and the student will be completed and placed in the student's file. This report shall include a recommendation regarding further placement options. The student may be offered an opportunity to repeat her or his field experience, after demonstrating that he/she has addressed the concerns leading to the original field termination or failure. Under no circumstances is an undergraduate student allowed to retake any portion of the field sequence more than once. If the conclusion is reached that the student is unable to meet minimal performance standards in the field related to professional competence, ethical behavior and conduct, or is otherwise unsuited to the profession, the faculty advisor will advise the student of the options available.

Teaching Methodology

Blackboard Vista is utilized as a course enhancement tool so students can access course materials, submit assignments, get immediate feedback on assignments, take exams, interact in class discussions, and track individual course progress. Blackboard Vista is an interactive learning environment that brings students and instructors together in a virtual classroom. It is an online course management solution that complements this classroom-based course. Students enrolled in this class will automatically be added to the Blackboard Vista site for access. To access the site go to the University home page and click My USU. Click on the blackboard vista site for access and enter using your A number and private password. It is expected that all students enrolled in the course will learn and use the system for course related activities.

Learning Activities and Evaluations:

Active attendance and participation in scheduled face-to-face group meetings.
Participation in on-line discussions and other assignments associated with the seminar.
This seminar will consist of readings, group consultation, and discussions on values and ethics, diversity, populations-at-risk, social and economic justice, human behavior in the social environment, social welfare policy and services, social work practice, and research in the context of the child welfare system.

Course Requirements

(1) The Integrative Seminar is based on experience-based learning designs and exercises as well as group consultation, lectures and discussion. Participation (active listening, giving feedback, and participation in class discussion) is fundamental to this training program. Participation will count towards letter grade. Note: Lack of participation and not turning in all applicable assignments could result in a drop of grade by one or more letter grades.
(2) **Fall Semester and Spring Semester: Readings and discussions** are an integral part of a seminar. The purpose of this seminar is to integrate knowledge with actual experience. A number of articles centered on child welfare issues have been selected for you to read and engage in an on-line discussion with class members. You are also expected to read the required book by Congress and engage in on-line discussions concerning ethical issues in child welfare practice. **Due dates are listed in the tentative class schedule.**

(3) **Agency Chart** - Each student is expected to read the Policies and Procedures Manual at your agency and submit a chart of the administrative structure of your agency with an explanation of your social work role within the agency. **Due September 9.**

(4) **Ethical Dilemma Paper** - Each student is expected to write (typed) a three to four page ethical dilemma paper based on a situation from your agency practice. **Due November 25.**

(5) **Agency Presentation Handout** - Each student will be required to make a handout on the specifics of your agency, so other students can use it as a resource to link clients to the community. We will also have a class group meeting to discuss community resources on Thursday, October 19. **Due September 23.**

(6) **Learning Journals** - Each student will be expected to write four learning journals of your experience in your agency. Each learning journal should be two to three pages. Your journals should contribute towards the development of a philosophy paper of social work practice which entails a synthesis of theory and practice.

**Due Fall Semester:** Self-Awareness Journal September 23; Knowledge Base Journal October 14; Social Work Practice Journal October 28; and Diversity Journal between November 11.

**Due Spring Semester:** HBSE Journal January 20; Use of Self Journal February 3; Child Abuse & Neglect Journal February 17; Social Welfare Policy & Services Journal March 3; and Research Journal March 17.

(7) **Optional Cover Letter & Resume** - Each student is invited to write a cover letter and resume you would utilize in a job search which can be reviewed by your faculty supervisor.

(8) **Case Study Paper** – Write an assessment, intervention plan, and evaluation on a case (i.e. individual, family, or group) you have worked with. Utilize the record keeping format from your agency. The paper should include your assessment of the case and the plan for
intervention with goals, objectives, and evaluation. Due: The day of your presentation in Seminar

(9) Philosophy Paper - Each student is expected to write a three to five page philosophy paper (of social work practice, based on their learning in the Practicum setting, which entails a synthesis of theory and practice. Due: April 14

Method of Evaluation

Completing all of the integrative learning assignments and participation and attendance will be reflected in your overall practicum grade for your internship. The seminar grade will account for 20% of your overall grade in the practi

Fall Learning Activities to be completed: Participation and Attendance, Agency Chart/Role Paper, Agency Presentation Handout, Four Learning Journals, Ethical Dilemma Paper, On-line Discussions, and Optional Cover Letter/Resume.

Fall Point Distribution:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation and Attendance</td>
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<tr>
<td>Four Learning Journals (6 pts. each)</td>
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<tr>
<td>Agency Chart/Role Paper</td>
<td>10</td>
</tr>
<tr>
<td>Agency Presentation and Handout</td>
<td>10</td>
</tr>
<tr>
<td>Ethical Dilemma Paper</td>
<td>26</td>
</tr>
<tr>
<td>Six On-line Seminar Discussions (15 pts. each)</td>
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</tr>
<tr>
<td>Total Points</td>
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Spring Learning Activities to be completed: Participation and Attendance, four learning journals, two on-line discussions, and a philosophy paper.

Spring Point Distribution:

<table>
<thead>
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<th>Points</th>
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</thead>
<tbody>
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<tr>
<td>Five Learning Journals (6 pts each)</td>
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<tr>
<td>Four On-line Discussions (15 pts. each)</td>
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<tr>
<td>Case Presentation and Paper</td>
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<tr>
<td>Philosophy Paper</td>
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<tr>
<td>Total Points</td>
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Grading:

The final grade for seminar will be based on the following percentage system:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>86-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-85</td>
<td>B</td>
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<td>80-82</td>
<td>B-</td>
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<tr>
<td>76-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
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In fairness to all class members, papers submitted after the due dates will be reduced in grade. If prior arrangements have been made with instructor because of illness or other contingencies full credit will be received. Your final grade in SW 4870 and SW 5870 will be based on your work in the agency and the seminar.

Class Assignment Descriptions

AGENCY CHART AND ROLE DESCRIPTION

Submit a chart of the Administrative structure of your agency. Please indicate where you function within the structure of the agency. Write a one page description of your social work role in the context of the agency and how you interrelate within the structure of the organization.

AGENCY PRESENTATION HANDOUT

The purpose of this assignment is for each of you to become familiar with community resources. The agency presentation handout for this semester will be on specific social work practice within the agency setting. Each student/student group is to turn in a handout of the specifics of your agency. Presentation handouts should consist of the following information: Purpose of agency, services provided by the agency, procedures obtaining service, and the practice model (approach, philosophy, etc.) utilized by the agency.

ETHICAL DILEMMA PAPER

(1) Ethical decision making is a practice reality. Every decision in social work practice includes ethical aspects. Social workers need knowledge and skills to engage in effective decision making.

(2) Ethics deals with the questions of what action is morally right. Professional ethics are a codification of the special obligations that arise out of voluntarily becoming a professional. Social work ethics clarify the ethical aspects of professional practice and help social work practitioners recognize the morally correct way to practice and serve as a guideline to help make effective decisions.
(3) Take a situation from your practice and analyze it utilizing the ETHIC Decision-Making Model developed by Congress (1999).

**ON-LINE DISCUSSIONS**

The purpose of class discussions are: (1) to engage you in the current literature on child welfare issues, (2) to facilitate students making intellectual connections with each other, (3) to value different viewpoints and increase empathy towards different viewpoints, and (4) to improve communication skills. You will be expected to read several articles and course notes on a particular child welfare topic. You will post a discussion concerning your viewpoint about the topic within the expected timeframe (the professor will respond to each student’s viewpoint). You will be expected to read two of your classmate’s discussions and respond to their viewpoint about the topic. Please make sure that your discussions are substantial in content and length.

**THE LEARNING JOURNAL**

The field practicum journal is designed to guide students through the process of integrating academic and practice learning. The journal combines your knowledge and skills in generalist social work practice with your ability to think critically and organize your thoughts about the learning aspect of the practicum experience. The nine social work concepts that are embedded in the social work curriculum serve as a framework for understanding the connections between social work education and social work practice. Students will be able to demonstrate an understanding of the practical application of theoretical concepts.

Experiential learning takes place in a four-step, continuing feedback loop: (1) Experiences, (2) Observation and reflection, (3) Synthesis and generalization, and (4) Testing or application in a new situation which lead to further experiences, and so on.

The purpose of the learning journal is to enhance this process of reflection and synthesis. A university education should do more than share knowledge; it should teach the student to think. The primary goal of the learning journal is to encourage the student to think, and the primary criteria for evaluation will be evidence that the student is thinking. The writing of the learning journal will lead towards the development of a philosophy paper on social work practice which entails synthesis of theory and practice.

The journal need not be a polished product. It is a method to record and think about your personal reactions, emotions, feelings, and thoughts to the situations you experience in your placement.

**Fall Semester: Learning Journals 1-4**

Here are some focus areas and questions for you to write during the Fall semester:

(1) **Self-Awareness.** What are you learning about your professional responsibilities to the children or families in your care? In what ways are you finding that your professional responsibility is supported by a deep personal commitment to the welfare of children? What are you learning about behaviors, attitudes, and
personal qualities that are important to have when working in the child welfare system?

(2) **Knowledge Base.** What have you learned about the philosophy of child protective services within your agency? What general knowledge are you learning in reference to recognizing child abuse and neglect? What knowledge are you gaining in reference to the different forms of violence? What knowledge are you learning about the assessment and intervention approach in your agency? What are you learning about the need to expand existing knowledge about program effectiveness in reference to child welfare practice?

(3) **Social Work Practice.** Discuss the assessment and intervention approach of your agency. What are your feelings and thoughts about the effectiveness or ineffectiveness of the helping process within your agency? What are you learning about how to protect children? What are you learning about your work environment (i.e. positive work climate vs. negative work environment, supporting and building staff capacity to achieve quality performance, supervisory effectiveness in reference to support and feedback)? What are you learning about how to take of yourself in reference to stress management and time management? What are you learning about collaborative partnerships with other service delivery systems in the community (i.e. substance abuse, domestic violence, poverty, developmental disabilities, mental illness, and community resources and protocols)?

(4) **Populations-at-Risk, Social and Economic Justice and Diversity.** What are you learning about the impact of culture on families that you are working with (i.e. values; roles, rules, and communication patterns; child rearing practices; religion and spirituality)? What are you learning about economic stressors and how they affect family dynamics (i.e. poverty in reference to life stressor factors, health and health care factors, nutritional factors, environmental factors and educational factors; and assessing resources)? What are you learning about other factors (i.e. substance abuse, homelessness, etc.) that cause the family to be at-risk for child maltreatment?

**Spring Semester: Learning Journals 5-9**

Here are some focus areas and questions for you to write on during the Spring semester (The focus areas need not be in any particular order):

5) **Human Behavior and the Social Environment.** Discuss what you have learned in your internship about the following risk factors associated with child maltreatment: parent or caregiver factors, family factors, child factors, and environmental factors. What have you learned about the effects of maltreatment on the developmental process of infants and toddlers, preschool children, school-age children, or adolescents?
(6) **Use of Self.** Discuss situations where you observe the development of your helping style. How do you effectively use yourself in your child welfare practice? What helping skills are you developing in reference to your work in the child welfare system? How do your values affect your practice when it comes to working with child abuse and neglect cases? What kind of knowledge are you learning to practice effectively in the area of child welfare?

(7) **Child Abuse and Neglect.** Discuss what you have learned about the scope of the child abuse and neglect problem? What have you learned about the consequences of child abuse and neglect? What have you learned about child welfare practice in reference to the casework relationship, assessment, developing case plans, and implementing the helping process?

(8) **Social Welfare Policy and Services.** Discuss a state (agency) or federal law and policy that guide’s intervention in child maltreatment (one that you have become familiar with through your internship). Discuss the benefits of this law or policy in protecting the interests of children and intervening when parents fail to provide proper care. In what ways does the policy contribute to equity and justice? How is the policy compatible with social work values? In what ways does the policy contribute to other social problems?

(9) **Research.** Research and evaluation studies in the prevention of child abuse and neglect provide program administrators, policy makers and service providers with information and insight into whether programs work and for whom. In what ways does your agency utilize research in their practice and services? What emerging practices have you learned about in your internship? How have you applied a scientific perspective in your practice? How does the use of the scientific method help you in the problem-solving process?

**OPTIONAL COVER LETTER AND RESUME**

Find a current social work job opening that has been posted and write a cover letter and resume that you would submit, if you were applying for the job.

**CASE STUDY AND CONSULTATION**

The ability to communicate an assessment and intervention plan of a client situation (individual, family, or group) to a group of colleagues is integral to your role as a generalist social worker. For that reason, mastery of this skill is essential. The first step in preparing for case consultation is to complete a thorough assessment. Assessment is the foundation for intervention. Second, it is crucial to have a well-organized plan and to know the relevant information which can be presented succinctly in a logical, step-by-step sequence (problem-solving approach). We will meet as a group and discuss the different cases you have been working with this semester.

Consultation Group Feedback – the purpose is to generate discussion of assessment and intervention issues of a client that will add to your knowledge. It exposes you to additional
opinions about both your assessment of the client and your intervention approach. The objectives of consultation are: (1) the person seeking consultation will have a clear set of goals as to the kind of feedback they want from the group and (2) members of the consultation group will give feedback about the assessment of the client and the intervention approach.

Turn in an assessment, intervention plan (includes goals and objectives), and evaluation on your case based on the record keeping approach utilized in your agency. Please do not use actual client identification material in your report.

**PHILOSOPHY PAPER**

The philosophy paper flows naturally from both classroom theory and practicum learning. The paper serves as a way for students to demonstrate the link between theory and practicum. It is in essence a narrative essay about your social work experience at the undergraduate level. Through this process the student should be better able to analyze her/his own practice with a view to enhancing knowledge and skill development. The following elements should be included in your paper:

1. **Your definition of social work and why he/she selected social work as a profession. In what ways does a social work education in the child welfare system fit your goals for the future.**

2. **Describe your social work experience in your practicum agency and what you have learned about the profession and child welfare practice.**

3. **The paper should include a discussion of your philosophy about the following aspects of social work:**
   
   a. Values, knowledge, and skills essential for effective child welfare practice.
   
   b. The importance of practicing from a person and environment conceptualization in a child welfare agency.
   
   c. What are the essential factors you have learned about the generalist helping process, ethical practice, and effective use of self in child welfare agencies.
   
   d. The importance of research, evaluation of practice, and policy in child welfare practice.
   
   e. Understanding diversity, the promotion of social and economic justice, and populations-at-risk in child welfare practice.

**Tentative Class Schedule - Fall Semester 2008**

Tuesday, August 26  

**In-Person Seminar Discussion:** Review Field Practicum Expectations & Online Integrative Seminar Expectations. Learning Contracts and Utilizing Supervision.
Tuesday, September 2  
**On-line Seminar Discussion:** Making the Most of Your Practicum Experience. *Read the following articles and the Course Notes:*  
**Articles** - “Shaping your professional self in the practicum” and “Asserting myself: Do I dare?”

Tuesday, September 9  
**In-Person Seminar Discussion:** Making the Most of Your Practicum Experience in Child Welfare and the Developmental Stages of An Internship  
**Due:** Agency Chart

Tuesday, September 16  
**On-line Seminar Discussion:** Building worker resilience in Child Welfare. *Read the following article and the Course Notes:*  
**Article** - “Innovations in the management of child protection workers: Building worker resilience.”

Tuesday, September 23  
**In-Person Seminar Discussion:** Experience in Agency with building worker resilience and Community Resources – Agency Presentations: DCFS, Guardian Ad Litem, and Child and Family Support Center  
**Due:** Agency Presentation Handout, Self-Awareness Learning Journal, Learning Contract (Turn in signed copy no later than Friday, September 26)

Tuesday, September 30  
**On-line Seminar Discussion:** Ethics in Social Work Practice. *Read the following article, chapters in the Congress book and the Course Notes:*  
**Congress Book, Chapters 1-4, the NASW Code of Ethics in the Appendix (pg. 157-179)** and “Social work misconduct may lead to liability.”

**Due:** September AmeriCorps Hour Log and Agency Supervision Sheet

**October 1-31**  
**One-on-One Program Supervision Meeting:** Please set up an individual appointment with Professor Carol Mohar during this time frame. The meeting will be held in her office.

Tuesday, October 7  
**In-Person Seminar Discussion:** Planning for Graduate School – Guest Panel (Please meet with Professor Shannon Browne’s section)

Thursday, October 14  
**On-line Seminar Discussion:** Ethical Decision Making. *Read the following chapters in the Congress book and Course Notes:*
Congress book, Chapters 6 & 14, and one other chapter (5, 7, 8, 9, 10, 11, 12, or 13) of your choice.

Due: Knowledge Base Learning Journal

Tuesday, October 21  In-Person Seminar Discussion: Experience in Agency with Ethical Decision Making

Tuesday, October 28  On-line Seminar Discussion: Considering Diversity in our Child Welfare Practice. Read the following articles and the Course Notes: Articles - “Gay and lesbian adoptive and foster care placements: Can they meet the needs of waiting children?,” “Mothers in substance abuse treatment: Differences in characteristics based on involvement with child welfare service,” and “Race, place, space: Meanings of cultural competence in three child welfare agencies.”

Due: Diversity Learning Journal, October AmeriCorps Hour Log and Agency Supervision Sheet

Tuesday, November 18  In-Person Seminar Discussion: Career Development in Social Work – Guest Speaker (Please meet with Professor Shannon Browne’s section)

Tuesday, November 25  No Seminar – Work in Agency

Due: Ethical Dilemma Paper

November 26-28  Thanksgiving Break

Tuesday, December 2  In-Person Seminar Discussion: Integration of your learning in the child welfare system.

The following practicum paperwork is due during the Fall semester:

Learning Contract and Field Practicum Contract is due no later than the end of September. AmeriCorps Time Sheets are due at the end of each month. Agency Supervisory Conference Forms are to be turned in once a month. Program Supervisory Conference Form is due after your faculty supervision. Fall Semester Evaluation is due no later than by December 10.

The following dates are set for meeting in-person during the Fall semester: August 26, September 9 & 23, October 7 & 21, November 4 & 18, December 2. Note: It is your responsibility keep informed of the class schedule and to attend all in-person seminars.
The following on-line discussions will be held during the Fall semester: September 2, 16, & 30; October 14 & 28, and November 11.

There will be no seminar on the following dates: November 25.

**Tentative Class Schedule – Spring Semester 2009**

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<th>Date</th>
<th>Event</th>
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<tr>
<td>Tuesday, January 6</td>
<td><strong>In-Person Seminar Discussion:</strong> Review Field Practicum Expectations Integrative Seminar Expectations, Social Work Licensure, and Review for National Exam</td>
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<td>Tuesday, January 13</td>
<td><strong>On-line Seminar Discussion:</strong> Collaborating with other organizations to protect children. <strong>Read the following articles and the Course Notes: Articles</strong> – “From barriers to successful collaboration: Public schools and child welfare working together,” and “Friends in need: Designing and implementing a psychoeducational group for school children from drug involved families.”</td>
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<td>Tuesday, January 20</td>
<td>No Seminar - Work in Agency</td>
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<td>Tuesday, January 20</td>
<td><strong>Due:</strong> HBSE Learning Journal</td>
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<td>Tuesday, January 27</td>
<td><strong>In-Person Seminar Discussion:</strong> Experience in Agency with collaboration and practice</td>
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<td>Tuesday, January 27</td>
<td><strong>Due:</strong> Learning Contract</td>
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<td><strong>Practicum Orientation Buffet:</strong> This is scheduled in January and all seniors are expected to attend as a part of agency work and seminar. You may count the hours as part of your agency work.</td>
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<td>Tuesday, February 3</td>
<td><strong>On-line Seminar Discussion:</strong> Practice Issues in Child Welfare. <strong>Read the following articles and the Course Notes: Articles</strong> – “The use of peer support for parents and youth living with the trauma of child sexual abuse,” and “Parental experience of child protection intervention: A qualitative study.”</td>
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<td>Tuesday, February 3</td>
<td><strong>Due:</strong> Use of Self Learning Journal, January AmeriCorps Hour Log, and Agency Supervision Sheet</td>
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<td>Tuesday, February 10</td>
<td><strong>In-person Seminar Discussion:</strong> Experience in agency with practice and professional skills</td>
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February 17

**No Seminar – Work in Agency**

**Due:** Child Abuse and Neglect Learning Journal

February 24

**In-person Seminar Discussion:** Case Consultation, DCFS Interns

February 11-March 4

**One-on-One Program Supervision Meeting:** Please set up an individual appointment with Professor Carol Mohar during this time frame. The meeting will be held in her office.

Thursday, March 3

**Seminar On-line Discussion:** Practice Issues in Child Welfare.  
**Read the following articles and the Course Notes: Articles** – “Probation foster care as an outcome for children exiting child welfare foster care,” “Child sexual abuse: Prevention or promotion?” and “Associations between maternal childhood maltreatment and psychopathology and aggression during pregnancy and postpartum.”

**Due:** Social Welfare Policy Learning Journal, February  
AmeriCorps Hour Log, and Agency Supervision Sheet

March 9-13

**Spring Break**

Thursday, March 17

**In-Person Seminar Discussion:** Case Consultation, Guardian Ad Litem Interns

**Due:** Research Learning Journal

Tuesday, March 24

**Seminar On-line Discussion:** Social Policy Issues in Child Welfare Practice.  
**Read the following articles and the Course Notes: Articles** – “Faith-based versus fact-based social policy: The case of teenage pregnancy prevention.”

Tuesday, March 31

**In-person Seminar Discussion:** Case Consultation – Child and Family Support Center Interns

Tuesday, April 7

**No Seminar: Work in Agency**

**Due:** March AmeriCorps Time Log, and Agency Supervision Sheet

Tuesday, April 14

**In-Person Seminar Discussion:** Integration of overall experience in the field of Child Welfare (Practice, policy, collaboration, community)
Due: Philosophy Paper

Tuesday, April 21

No Seminar: Work in Agency

Due: April AmeriCorps Hour Log; Agency Supervision Sheet; Spring Semester Evaluation; Practicum Program Evaluations on agency, practicum supervisor, and faculty supervisor; and Self-Efficacy Rating. Please note that we must have all of this paperwork no later than Wednesday, April 29 or you will receive an incomplete grade.

January 2009  TBA  PRACTICUM COMMUNITY BUFFET
March 2009  TBA  PRACTICUM INSTRUCTOR SPRING RECESSION
April 2009  TBA  SENIOR BANQUET
April 2009  TBA  NASW CLOSING SOCIAL
Saturday, May 2  GRADUATION

The following practicum paperwork is due during the Spring semester:

Learning Contract is due no later than January 27.
AmeriCorps Hour Logs and Reflection Sheets are due at the end of each month (Please note after you have completed 450 hours you can begin the exit process for AmeriCorps)
Agency Supervisory Conference Forms are due once a month.
Program Supervisory Conference Form is due after the meeting with your faculty supervisor.
Spring Semester Evaluation, Practicum Program Evaluations, and Self-Efficacy Rating are due no later than April 29.

The following dates are set for meeting in-person during the Spring semester: January 6 & 27; February 10 & 24; March 17 & 31; April 14. NOTE: It is your responsibility to keep informed of the class schedule and to attend all in-person seminars.

The following on-line discussions will be held during the Spring semester: January 13; February 3; March 3; and March 24.

There will be no seminar on the following dates: January 20; February 17; March 10 (Spring Break); April 7 & 21.

Assignments For Spring 2009
January 20 - HBSE Learning Journal
January 27 - Learning Contract
February 3 - Use of Self Learning Journal, January AmeriCorps Hour Log and Agency Supervision Sheet
February 17 – Child Abuse and Neglect Learning Journal
February 24 – DCFS Interns Case Consultation Paper
March 17 - Research Learning Journal, Guardian Ad Litem Interns Case Consultation Paper
March 31 – Child and Family Support Center Interns Case Consultation Paper
April 7 - March AmeriCorps Hour Log and Agency Supervision Sheet
April 14 - Philosophy Paper
April 29 - April AmeriCorps Hour Log and Exit Form, Agency Supervision Sheet, Spring Semester Evaluation and Practicum Program Evaluations on agency, practicum supervisor, and practicum directors and Self-Efficacy Rating Form

**Supplemental Readings**

(*Optional, not required)*


