INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK

S634 Community Based Practice with Children and Families (3 hrs.)

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Fall, 2003
Section R377
Monday
5:45pm – 8:25pm

I. Course Rationale and Description

This course will examine the development and implementation of a wide range of prevention and intervention strategies provided at the community level. Special attention will be given to the philosophy of empowerment-oriented and client-driven service models. The course will explore the community as a resource and discuss strategies of collaboration and advocacy services for families and children to prevent out-of-home placement or involvement in other formal child protection/juvenile justice services, such as models of community-building, youth development and family group conferencing/restorative justice. This course will also provide content on mutual aid and self-help groups to support and educate children and families on issues such as parenting, domestic violence and abuse.

II. Objectives

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered thoughout this seminar, learners are expected to demonstrate the ability to:

1- Analyze the ethical and values bases of several models of community-baed interventions in child welfare practice.
2- Analyze the network of formal and informal services available in the community and synthesize that knowledge into specific skills for child welfare practice.
3- Identify skills in community development in the continuum of child welfare services and analyze their application to community-based child welfare practice.
4- Identify skills in mutual aid groupwork and apply them to child welfare practice.
5- Identify the oppressed populations including people of color, women, lesbian women and gay men, and other populations at risk, as well as those groups distinguished by age, ethnicity, culture, class, religion, region, and physical or mental ability in the child welfare system and analyze the impact of oppression on child welfare practice.
6- Identify skills in advocacy and apply them to promote strategies for family and community development.
7- Identify the role and function of other professions in child welfare practice and analyze the social work role in relation to inter- and intro-professional practice.
8- Synthesize the empowerment perspective into social work practice in child welfare and evaluate community-based child welfare practice.

III.   Required Texts

The course will use three texts, one of which will be used as a text in all of the child welfare required classes (Pecora, etal). In addition to the texts, other assigned readings will be required for many sessions. Some of these readings are available on-line and websites are given. Others are available on reserve through the ERROL system. All readings indicated on the weekly outline should be read PRIOR to attending class, as we will be comparing and contrasting aspects of programs in Indiana with strategies described in these articles.

Pecora, P., Whittaker, J., Maluccio, A., & Barth, R. (2000). *The child welfare challenge.* New York: Aldine de Gruyter.

Salle, A., Lawson H., & Briar-Lawson, K. (2001). *Innovative practice with vulnerable children and families.* Peosta, IA: eddie bowes publishing inc.

Day, P., Robison, S. & Sheikh, L. (1998). *Ours to keep: A guide for building a community assessment strategy for Child Protection.* Washington, DC: CWLA Press.

IV. Course Outline and Readings

August 25th: Welcome to the New Curriculum
                      Review syllabus and discuss course expectations
                      Introductions and defining interests
                      The web of services
                      Small group activity: It takes a village ….

September 1st: **LABOR DAY – NO CLASS**

September 8th: Community continuum of services
                       Social work values and child welfare: Empowerment practice &
                              the strengths perspective
                       Cultural competence and child welfare: Overrepresentation of
                       children of color in the child welfare/juvenile justice system

Readings:

National Association for the Education of African American Children with Learning Disabilities, (2001). *Harvard Studies Find Inappropriate Special Education Placements Continue To Segregate and Limit Educational Opportunities for Minority Students Nationwide.* http://www.charityadvantage.com/aacld/HarvardNewsRelease.asp

North Carolina Division of Social Services, (2001). Addressing the Overrepresentation of African Americans in the Child Welfare System. *Children's Services Practice Notes,* 6, (2),
http://ssw.unc.edu/fcrp/Cspn/Vol6_no2/addressing_overrephttp://ssw.unc.edu/fcrp/Cspn/Vol6_no2/addressing_overrepresentation.htmresentation.htm

Pecora, P., Whittaker, J., Maluccio, A., & Barth, R. (2000). *The child welfare challenge.* New York: Aldine de Gruyter. - Chapter 3.

Salle, A., Lawson H., & Briar-Lawson, K. (2001). *Innovative practice with vulnerable children and families.* Peosta, IA: eddie bowes publishing inc. - Chapter 1, 8, 9 ,10, 12.

September 15th: Prevention strategies to support children and families:
Family support and child health programs
Mutual aid and self-help groups – assign groups

Pecora, P., Whittaker, J., Maluccio, A., & Barth, R. (2000). *The child welfare challenge.* New York: Aldine de Gruyter. - Chapter 8.

Salle, A., Lawson H., & Briar-Lawson, K. (2001). *Innovative practice with vulnerable children and families.* Peosta, IA: eddie bowes publishing inc. - Chapter 14.

Shulman, L. (1999). *The skills of helping individuals, families, groups, and communities.* *4th edition.* Itasca, IL: F.E. Peacock Publishers, Inc. Chapters 8, 9, 10, 12 and 15.

September 22nd: Youth Development and Juvenile Justice – Guest Speaker:
Dr. Bill Barton
Work in groups for presentation.

Salle, A., Lawson H., & Briar-Lawson, K. (2001). *Innovative practice with vulnerable children and families.* Peosta, IA: eddie bowes publishing inc. - Chapter 5 and 15.

Barton, W., Watkins, M. & Jarjoura, R. (1997). Youths and communities: toward comprehensive strategies for youth development. *Social work,* 42(5), 483-493.

September 29th: Prevention/early intervention continued:
Family group conferencing/Restorative justice: Video and lecture
Work on group presentations

Merkel, L. (2003). *Putting Families Back into the Child Protection Partnership: Family Group Decision Making.* The American Humane Association.
http://www.americanhumane.org/site/PageServer?pagename=pc_fgdm_what_is

McGarrell, E., Oliveras, K., Crawford, K., and Kroovandi, N. (2000). Returning Justice to the Community: The Indianapolis Juvenile Restorative Justice Experiment. Indianapolis: The Hudson Institute. (This document is over 60 pages long – You need to READ the first 17 pages & skim the rest, paying attention to the results and conclusions) http://ccp.hudson.org/files/publications/Restoring_Justice_Report.pdf

October 6th: Family group conferencing/ Restorative Justice role play

Work on group presentations

October 13th: Group presentations

October 20th: Overlapping systems in child welfare:
                         Mental health services: Guest Speaker, Mary Stewart, Midtown
                                 Mental Health Center, Systems of Care
                         Substance abuse services

TBA Reading(s) on Systems of Care

Salle, A., Lawson H., & Briar-Lawson, K. (2001). *Innovative practice with vulnerable children and families*. Peosta, IA: eddie bowes publishing inc. - Chapters 4 and 7.

October 27th: Overlapping systems continued:
                         Domestic violence
                         Schools: Guest speaker, Indianapolis Public Schools (?)

TBA Reading on School-based collaborations

Salle, A., Lawson H., & Briar-Lawson, K. (2001). *Innovative practice with vulnerable children and families*. Peosta, IA: eddie bowes publishing inc. - Chapters 6.

November 3rd: Models of community collaboration
                         Evaluating community collaborations: Results and Performance
                                 Accountability tape (Part One)
                         Best practices group assignments.

Farrow, F. (1997). Building Community Partnerships for Child Protection. *Child Protective Clearinghouse.* Center for the Study of Social Policy. Washington, D.C. Available at: http://www.ksg.harvard.edu/socpol/farrow_3.4_final.pdf

Salle, A., Lawson H., & Briar-Lawson, K. (2001). *Innovative practice with vulnerable children and families.* Peosta, IA: eddie bowes publishing inc. - Chapter 16 – 18,

November 10th: Results and Performance Accountability tape continued (Part Two)
                         Best practices group meetings

November 17th: Community collaboration on assessment role play
                         Best practices group meetings

Bring in assessment tool(s) YOUR (practicum OR employment) agency uses to ASSESS children and families

Day, P., Robison, S. & Sheikh, L. (1998). *Ours to keep: A guide for building a community assessment strategy for Child Protection.* Washington, DC: CWLA Press. Introduction and Part I.

November 24th: Advocacy and Social Action
                             Best practices group meetings
                             Guest Speaker from Prevent Child Abuse (?)

http://www.cwla.org/advocacy/default.htm. Please read 2003 Legislative Priorities and you will be assigned one of the programs below to summarize for a group discussion.

December 1st: Economic Security: The foundations of child well-being
                             TANF and welfare reform – opportunities for family capacity-
                             building
                             Best practice group meetings

Pecora, P., Whittaker, J., Maluccio, A., & Barth, R. (2000). *The child welfare challenge.* New York: Aldine de Gruyter. - Chapter 4.

Salle, A., Lawson H., & Briar-Lawson, K. (2001). *Innovative practicew with vulnerable children and families.* Peosta, IA: eddie bowes publishing inc. - Chapter 2 and 3.

December 8th: Program presentations – ½ hour each!!!

December 15th: FINAL EXAMINATION

IV.   Course Format and Assignments

This course is designed as a seminar in community-based practice with children and families. It is a required course for those in the Child Welfare Concentration, but is also highly appropriate for students in the Schools and Families Concentrations as well. It will cover some skill-building in direct practice strategies (such as mutual aid groups and family group conferencing) but will be most focused upon macro skills identifying and evaluating collaborative efforts across traditional social systems, which have the potential to positively impact children and families. Given this general purpose, attendance AND active participation in discussions and role plays is expected. Students will be graded on their participation by submitting a log detailing their participation and subsequent learning throughout the semester.

As we cover a broad range of programs in the first half of the class, students are expected to do additional research on a specific area of services for children and families. This includes academic sources and internet resources. The scope of this research should be not limited to Indiana, but national in scope. Students will be asked to hand in the results of this initial research (including copies of resources) with a one-page summary of their findings. This information will be used to group students into like areas of interest for the group presentations on "Best Practice" programs.

Assignments will include two group presentations: specific rubrics for grading will be handed out when groups are assigned. Specific groups will be assigned based upon student preferences around client populations/problems.

A. For the mutual aid group presentation, students are expected to do library research as well as make a least 3 visits to a group currently conducted with that population/problem. The presentation should detail the basic format for a successful mutual-aid group (a group prospectus), present a brief role play highlighting key skills for addressing key issues for this particular group, and include an annotated bibliography for distribution to the class about groupwork with this population.

B. For the Best Practices group presentation, students will be asked to research model program that represents a "best practice" in a specific area relating to children and families. Students will be grouped together based upon their initial research assignment about a program. Students will utilize the Results and Accountability format presented in the videos during class to analyze the program based upon their research from academic materials, internet sources and interviews with program staff. Students will present their findings on a three-section poster board and include a bibliography to distribute to classmates.

Because participation is a key ingredient in this course, students are required to do five one-page summaries that 1) detail their participation and 2) their learning as a result of that participation over the course of the semester. These may be handed in throughout the semester: please spread them out over the course of the semester (i.e. not all at the beginning or all at the end). It is strongly suggested that they include a discussion on their participation in one of the two group presentations, a discussion about the family group conferencing/restorative justice role plays and the community collaboration on assessment role play for 3 of the 5 assignments.

The Final Examination will be a group experience that will assess the cumulative learning over the course of the semester. It will not require special preparation or "studying" and is designed to celebrate aa well as evaluate achievement of the learning objectives of the course!!! No stressing allowed!!!!

The weighting for these assignments is as followed:

Group Presentation on Mutual Aid Group	25%
Initial research on "Best Practice" Program	15%
Group Presentation on "Best Practice" Program	25%
Participation Log (5 Entries at 5 points per entry)	25%
Final Examination	10%

V. Course Policies, Evaluation and Grading

- Since the course is designed for learning by participating, experiencing and practicing, your *attendance and interaction* in all sessions are important to your learning. Interaction includes participating in course activities and discussions. If a class must be missed, please let the instructor know via Oncourse. Students are expected to be at class on time, as we will start promptly as scheduled. Participation and attendance is part of the grading scale. Deductions may be taken for missing a class session WITHOUT reasonable cause.

- Because polices are generally based in some feelings and belief, there may be emotions, differences of opinion and even some debate during this course. Students are expected to handle themselves in a professional and courteous manner, demonstrating respect for their peers and the instructor even when there are differences of opinion.

- All material is to be typed, double spaced and in APA format unless otherwise noted. The grading criteria are attached at the end of this syllabus. **Please purchase ONE paper folder, write your name clearly on the front cover and turn in ALL class assignments (participation logs, initial program research) in that folder.**

- Academic dishonesty (including plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course. Failure of a required social work course will result in automatic dismissal from the social work program. A student's right to appeal such dismissal is outlined in the Student Handbook. To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Rather, you must specifically acknowledge a source each time you use that source, paragraph-by-paragraph, even sentence-by-sentence, as necessary. See the APA Manual (5th edition) for guidelines for in-text references.

- A formal evaluation of the course and its instructor will be completed at the end of the course, consistent with the School's academic policy.

- As a matter of confidentiality, I do not give grades over the phone, nor will I post grades, except on the Oncourse system where you only have access to your own grade.

- In accordance with the Indiana University School of Social Work grading policy, students must earn at least a "C" to pass this course.

- In an attempt to maintain an adult climate in which ideas can be openly explored, **children do not belong** in lectures or exam situations.

- In addition, and as a courtesy to other students and the instructor, if you must bring a **pager** to class, please set it to **vibration** and, if you need to bring a **cellular phone, please turn it off** during lecture.

- If for some reason you are unable to complete the work assigned, an Incomplete must be negotiated with the professor prior to the last week of class.

- Unexcused absences will result in point reductions on the participation log. Failure to remain in class after attendance is taken is misrepresentation, and **at minimum** an equivalent percentage will be deducted for time missed.

Students with Special Needs

Any special needs related to a student's ability to complete the course successfully should be discussed with the instructor immediately. The office of Adaptive Educational Services provides assistance for students with special learning needs and may be contacted at 274-3241.

The grading scale for this class is as follows:

98% A+	95% A	92% A-
88% B+	85% B	82% B-
78% C+	75% C	72% C-
68% D+	65% D	62% D-
58% F		

VI. References and Bibliography

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