**SOWK 4700 Child Welfare Policy and Practice**

## **Instructor Contact**

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**Communication Expectations:** Students should primarily communicate through email, either through Canvas messaging or through UNT e-mail. I will be able to answer telephone messages and to meet with students by appointment. Meetings can also be done through Zoom or another telecommunication device.

## **Course Description**

This course presents the history of child welfare practices and social institutions, the development of child welfare policies and social service delivery systems. Utilizing a trauma informed lens, the dynamics of child abuse and neglect, family structures, support systems, and methods of intervention will be examined and discussed. Students will learn to recognize that the impact of trauma is experienced not only by children and families involved with the child welfare system, but also by foster families, kinship caregivers, and social service providers. Students will have the opportunity to examine their own beliefs, values, and ethics inherent in the child welfare system. The development of assessment skills on both a macro and micro level will be expected, taking in to account adverse childhood experiences and historical trauma.

## **Course Structure**

This course is structured for online delivery. All content materials, class discussion, and assignments will be done online.

## **Course Prerequisites or Other Restrictions**

There are no prerequisites for this course.

## **Course Objectives**

These objectives are established by the Council on Social Work Education approved Educational Policy Accreditation Standards (EPAS) for accredited programs. 2022

By the end of this course, students will be able to:

1. Demonstrate ethic and professional behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. This will be demonstrated by character analysis and reflection.
2. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) In Practice: Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. This will be assessed through quizzes, the character analysis paper and Reflection, and the News Article Review.
3. Engage in Policy Practice: Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those setting. This will be assessed through quizzes, character analysis paper and Reflection, and the News Article Review.
4. Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self- reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. This will be assessed through the character analysis paper and Reflection.

## **Materials**

Required text: Royce, David and Griffiths, Austin (2025). *Child welfare and child protection: An introduction* (2nd ed.). Cognella Academic Publishing.

Other materials may be posted in Canvas throughout the semester.

## **Teaching Philosophy**

This is an online only course; however, it will require connection. Connection with the content, instructor and other students. Engaging in discussions fosters learning, understanding and growth. Through various tools I hope to share my passion for child welfare and ignite it in you all as well.

## **Technical Requirements & Skills**

### Minimum Technology Requirements

Provide a list of the minimum technology requirements for students, such as:

* Computer
* Reliable internet access
* Speakers
* Microphone
* Plug-ins
* Microsoft Office Suite
* [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

### **Computer Skills & Digital Literacy**

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

* Using Canvas
* Using email with attachments
* Downloading and installing software
* Using spreadsheet programs
* Using presentation and graphics programs

**Netiquette**

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

* Treat your instructor and classmates with respect in email or any other communication.
* Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
* Unless specifically invited, don’t refer to your instructor by first name.
* Use clear and concise language.
* The use of profanity is not permitted
* Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
* Please note that communication can be civil even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.
* Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
* Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 point font
* Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
* Limit and possibly avoid the use of emoticons like :) or ☺.
* Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
* Be careful with personal information (both yours and other’s).
* Do not send confidential information via e-mail
* Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns.

## **Getting Help**

### **Technical Assistance**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk**: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (http://www.unt.edu/helpdesk/index.htm)

**Email**: helpdesk@unt.edu

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130

**Walk-In Availability**: 8am-9pm

**Telephone Availability**:

* Sunday: noon-midnight
* Monday-Thursday: 8am-midnight
* Friday: 8am-8pm
* Saturday: 9am-5pm

**Laptop Checkout**: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

### **Student Support Services**

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)

Other student support services offered by UNT include

* [Registrar](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CRegistrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)

### Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)
* [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)

## **Course Requirements**

Ten quizzes based on the reading assignment (Ten points each)- 100 points total

Ten Discussion Board Questions (Ten points each) – 100 points total

Three Short Answer Reflections (20 points each)- 60 points total

Trauma Informed Care Training -40 points

Child Welfare Trauma Informed News Article Review- 200 points

Foster Paper- 300 points

Final Exam- 200 points

| ***Assignment*** | ***Points Possible*** | ***Percentage of Final Grade*** |
| --- | --- | --- |
| ***Quizzes on reading (10 @ 10 points each)*** | *100 points* | *10%* |
| ***Discussion Board (10 @ 10 points each)*** | *100 points* | *10%* |
| ***Short Answer Reflections (3 @ 20 points each)*** | *60 points* | *6%* |
| ***Trauma Informed Care Training*** | *40 points* | *4%* |
| ***Child Welfare Trauma Informed News Article*** | *200 points* | *20%* |
| ***Foster Paper*** | *300 points* | *30%* |
| ***Final Exam*** | *200 points* | *20%* |
|  |  |  |
| ***Total Points Possible*** | *1000 points* | *100%* |

## **Grading**

Include the grading scale (A-F) along with the point totals/percentages you will use to calculate the final grade. For example:

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 500-599

## **Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

## **Course Policies**

### **Assignment Policy**

Assignments will be listed in the modules and in the Assignment and Quiz sections of Canvas. Due date will be listed with all assignments. Late assignments will not be graded without a University excused absence.

Possible extra credit assignments will be listed in the Announcements on Canvas.

I will be using Turnitin to check for plagiarism in written papers for the course. It is your responsibility to read the details of the policy on academic integrity on canvas and ask questions when you do not understand.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

### **AI Policy**

### **AI Usage Policy**

### Artificial Intelligence (AI) is a rapidly advancing technology that is increasingly being utilized in both professional and academic settings. While AI tools can offer valuable assistance, it is crucial to maintain the integrity and originality of your work.

### **Turnitin and AI Detection**

### Turnitin has the capability to detect AI-generated content. While the use of AI for research and learning purposes is permitted, it is strictly prohibited to use any AI program to complete assignments on your behalf. Your submissions must be your own original work.

### **Definition of Original Work**

### Original work is defined as content that is created by you, reflecting your own ideas, understanding, and effort. This includes:

### Writing that is composed in your own words

### Analysis and interpretations that are your own

### Properly cited references to external sources, where applicable

### Any collaborative work that adheres to the guidelines provided by your instructor

### **Examples of AI Tools**

### AI tools that can assist with research and learning include, but are not limited to:

### ChatGPT: A conversational AI that can help generate ideas and provide information.

### Grammarly: An AI-powered writing assistant that helps with grammar and style.

### QuillBot: A paraphrasing tool that can help rephrase sentences for clarity.

### **Policy on AI-Generated Submissions**

### Any submission identified as AI-generated will be subject to review for potential academic integrity violations. Consequences for submitting AI-generated work may include, but are not limited to:

### Receiving a lower grade

### Receiving a zero on the assignment

### Filing a report with the Academic Integrity Office

### **Prohibition on Paraphrasing AI-Generated Content**

### It is also prohibited to paraphrase AI-generated content and submit it as your own work. All submissions must be entirely your own original creation.

### **Commitment to Academic Integrity**

### By adhering to this policy, you contribute to a fair and honest academic environment. I encourage you to use AI tools responsibly and ensure that all submitted work reflects your own understanding and effort.

### **Examination Policy**

All quizzes are open book. They will, however, be timed, so it is prudent to read the material before taking the quiz. The final exam is open book as well.

**Instructor Responsibilities and Feedback**

My responsibility is to create an engaging and informative course. This course is online only but will still require connection. This will help foster an environment for learning, understanding and growth. It is my job to ensure you all understand the course requirements, grading rubrics and assignment due dates.

**Late Work**Late assignments will not be accepted in this class. All written assignments will be turned in on Canvas. There will be no exceptions so please pay attention to all due dates on this syllabus. Do not wait until the last day to submit assignments as potential problems are unpredictable. Always allow yourself a minimum of several hours to upload documents, many students report their computers freeze. Remember, even one minute late means it is late. (Note: rarely will university policies supersede these requirements).

 **Attendance**

This course is 100% online. You are responsible for checking Canvas for assignments, reading requirements and assessments.

## **UNT Policies**

### **Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

### **ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (https://disability.unt.edu/).

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### **Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### **Access to Information - Eagle Connect**

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cno-reply%40iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cspot%40unt.edu).

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CSurvivorAdvocate%40unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Coeo%40unt.edu) or at (940) 565 2759.

### **Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

### **Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

### **Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

**Course Outline**

| **Week** | **Topic** | **Reading and Assignments** |
| --- | --- | --- |
| **Week 1** | **History of Child Welfare in the US** | 1. Read chapter 1 in your textbook and review PowerPoint
2. Read the Story of Mary Ellen
3. Watch Nadine Burke video in Canvas
4. Watch the Orphan Train video in Canvas
5. Discussion board 1
6. Quiz 1
 |
| **Week 2** | **Child Abuse and** **Neglect in the US** | 1. Read chapter 2 in your textbook and review PowerPoint
2. Read about Battered Child Syndrome
3. Read definitions for abuse and neglect
4. Discussion Board 2
5. Quiz 2
 |
| **Week 3** | **Causes of****Maltreatment** | 1. Read Chapter 3 and review PowerPoint
2. Watch video in Canvas.
3. Quiz 3
4. Discussion 3
5. Complete Trauma Informed Training
 |
| **Week 4** | **Family Systems** | 1. Read information about Family
2. Discussion 4
 |
| **Week 5** | **Searching for Strengths** | 1. Review the NASW Code of Ethics
2. Read the article in Canvas
3. Read the Core Values of Working with Families
4. Discussion 5
5. Trauma Informed Article Due
 |
| **Week 6** | **Investigations and****Ongoing services** | 1. Read Chapter 4 and 5 in the textbook and review PowerPoints
2. Watch videos from CPS workers in Canvas
3. Discussion 6
4. Quiz 4
 |
| **Week 7** | **Permanency** | 1. Read Chapter 6 in the textbook and review PowerPoint
2. Read permanency goals
3. Watch videos in Canvas
4. Reflection assignment
5. Quiz 5
 |
| **Week 8** | **Separation and Attachment** | 1. Read articles in Canvas
2. Watch videos in Canvas
3. Reflection assignment
 |
| **Week 9** | **Risk Assessment for Maltreatment** | 1. Read chapter 7 in the textbook and review PowerPoint
2. Review CPS documents
3. Watch video in Canvas
4. Quiz 6
5. Discussion Board 7
 |
| **Week 10** | **Juvenile Courts and Special Populations** | 1. Read chapter 8 and 9 in the textbook
2. Review PowerPoints
3. View links and videos in Canvas
4. Quiz 7
5. Discussion Board 8
 |
| **Week 11** | **Perspectives of Foster Care** | 1. Read chapter 10 in the textbook and review PowerPoint
2. Read article in Canvas
3. Watch video in Canvas
4. Discussion Board 9
5. Quiz 8
 |
| **Week 12** | **Child Protection Team** | 1. Read chapter 11 in the textbook and review PowerPoint
2. Watch videos in Canvas
 |
| **Week 13** | **Self-Care and Self-Compassion** | 1. Read chapter 10 in the textbook and review PowerPoint
2. Read article in Canvas
3. Watch video in Canvas
4. Discussion Board 10
5. Quiz 9
6. **Foster Character Analysis Due**
 |
| **Week 14** | **Current State of Child Welfare in Texas** | 1. Read chapter 13 in the textbook and review PowerPoint
2. Watch Ted Talk in Canvas
3. Reflection assignment
4. Quiz 10
 |
| **Thanksgiving Break**  |  |  |
| **Week 15** | **Wrap up** | Review Course Material |
| **Week 16** | **Final Exam** | **Final Exam in Canvas** |