

## HUMS 390: Child Welfare

<b>Location:</b>	Elgin
<b>Address:</b>	at Elgin Community College, 1700 Spartan Dr. E205 Elgin, IL 60123-7193
<b>Section:</b>	19FALL2/HUMS/390/AIL5
<b>Semester Credit Hours:</b>	3
<b>Class Day(s) and Time(s):</b>	Wednesday 6:00 PM - 10:00 PM from October 21, 2019 to December 14, 2019

### ☰ Syllabus Contents

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### 📘 Course Information

#### Catalog Description

This course begins with a historical overview of child welfare services in American society, establishes a framework for both policy and practice, and examines current trends in the field of child welfare. Special emphasis will be placed on evaluating the needs of high risk populations of children/youth and families.

**Prerequisites:** Sophomore standing.

#### Additional Notes

**\*\*\*Class meets on Wednesdays in Room K-161\*\***

**Important Note:** Please be sure to read the entire syllabus. Pay special attention to the sections on ETEXTS, BOOKSTORE, AND TECHNICAL SUPPORT. The instructor will review the syllabus and provide an eText orientation on the first evening of class. The instructor will provide access to her eText highlights and notes to help the students prepare for their exams and to enhance the course material/class lectures and discussions. Please be sure to click on the link provided to you by your instructor to "follow" the highlights.

FIELD TRIP TO MOOSEHEART TENTATIVELY SCHEDULED FOR SATURDAY NOV. 2 @ 9AM. THIS WILL TAKE THE PLACE OF THEE WEEK WE ARE OFF FOR THANKSGIVING (NOV 27) WE WILL MEET AT THE FACILITY AND A BUS WILL DRIVE US AROUND THEIR CAMPUS. IT IS IMPORTANT THAT EVERYONE ARRIVE ON TIME, BECAUSE THE BUS NEEDS TO LEAVE WITH ALL ATTENDEES ON IT. IF YOU ARE LATE, YOU WILL MAKE EVERYONE WAIT. PLAN TO ARRIVE AT LEAST 15 MINUTES EARLY, BY 8:45AM. IF ANYTHING CHANGES THAT MORNING, BE SURE TO TEXT ME OR CALL ME ASAP SO I AM AWARE OF THE SITUATION.

WE WILL DISCUSS THIS TRIP MORE THE FIRST NIGHT OF CLASS.

#### Course Overview

We cannot forget that children are our most important resource. It is through our children that we can touch the future. Children must depend on all of us to protect and nurture them to meet that future. Usually that task falls to parents. But what if they are unable, or even unwilling, to carry the burden themselves? Hillary Clinton, in her book *It Takes a Village*, expanded the African saying, 'It takes a village to raise a child,' and spoke of how it is the responsibility of every citizen to ensure the well-being of

children. “The services provided under the child welfare system are the tools that the ‘village,’ or society, uses to care for its children. These services vary greatly in purpose, intensity, cost, and procedures. For one who is unfamiliar with the services for children and their families, they may seem like a maze.” (Crosson-Tower, page xxiii). This course is designed to help future practitioners navigate that maze and to use these services in a variety of fields. This is an upper-level course that will require you to be motivated and willing to spend the time needed to master the material and benefit from the course. If you are planning a career in human services or social work, this course will be a wise investment of your time because, regardless of your chosen area of concentration, you will frequently cross paths with child welfare issues.

## Textbooks

As part of Truition<sup>SM</sup>, students will receive their course materials automatically as described below.

 Crosson-Tower. (2017). *Exploring Child Welfare: A Practice Perspective* (7th). Pearson. eText

### Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

#### eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

#### Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

**Returns:** Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

**Note:** Students who opt-out of having their books provided as part of Truition<sup>SM</sup> are responsible for purchasing their own course materials.

## Technology Requirements

### **THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.**

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

## Course Learning Outcomes

- Describe historical and contemporary trends in child welfare services.
- Identify major federal legislation that shapes child welfare policy.
- Discuss the roles, responsibilities and expectations of family.
- Define and discuss various types of child maltreatment and neglect.
- Identify and discuss factors related to the causes of child maltreatment and neglect.
- Discuss the effects of abuse and neglect.
- Assess risk of child maltreatment and neglect.
- Explain developmental and familial considerations in assessing children-at-risk.
- Explain the conceptual framework for family-centered services.
- Describe and evaluate community social service systems providing services to children in need of protective services.
- Explain the role and functions of juvenile and family court systems.

### ✓ Course Objectives

- To explore the history and current trends of child welfare services in American society.
- To explore the structure of policies, programs and services in the field of child welfare.
- To understand the process of intake, investigation and risk assessment in child welfare.
- To understand family-centered services and various treatment options.

### 🎓 Grading

#### Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

#### Grade Weights

Assignment Category	Points	Percent
In Class Videos	100	10%
Attendance and Class Participation	100	10%
Field Trip to Mooseheart	50	5%
Exams	300	30%
Term Paper	200	20%
Presentation	100	10%
Book Discussion - A Child Called It	150	15%
<b>Total</b>	<b>1000</b>	<b>100%</b>

### 📅 Schedule of Due Dates

#### Week 1

Assignment	Points	Due
Attendance and Participation	20	10/23/2019

#### Week 2

Assignment	Points	Due
Attendance and Participation	10	10/30/2019
Poor Kids Video and Response	50	11/06/2019

#### Week 3

Assignment	Points	Due
Mooseheart Field Trip	50	11/06/2019
Attendance and Participation	10	11/06/2019
Book Discussion Part 1	30	11/06/2019

Week 4		
Assignment	Points	Due
Exam 1 Chapters 2-4, & 8	150	11/13/2019
Attendance and Participation	10	11/13/2019
Book Discussion Part 2	30	11/13/2019
Week 5		
Assignment	Points	Due
Attendance and Participation	10	11/13/2019
A Child Called It Part 3	40	10/20/2019
Week 6		
Assignment	Points	Due
Term Paper Due	200	12/01/2019
Attendance and Participation	10	11/27/2019
Week 7		
Assignment	Points	Due
Attendance and Participation	10	12/04/2019
A Child Called It Quiz	50	12/04/2019
Video w/ Reflection TBA	50	12/04/2019
Week 8		
Assignment	Points	Due
Final Exam	150	12/11/2019
Attendance and Class Participation	20	12/11/2019
Presentation	100	12/11/2019
<b>Total Points: 1000</b>		

## Assignment Overview

### Assignments

#### Assignment Overview Readings

#### **Before Class**

All readings and lectures review should be completed prior to coming to class. You should utilize the information from the readings and incorporate it into all assignments within the course.

#### **In Class Activities**

During class, we will have various discussions and activities that will be graded. You must be present and actively participate in the class in order to receive these points.

You will participate in a book discussion with your classmates. Students will read *A Child Called It*, by Dave Pelzer worksheets and a quiz to follow at the end will be handed out in class. This book is available as a PDF copy so you do not have to purchase a copy if you do not wish to. Any bookstore or Amazon will have it and I will post the PDF version in D2L.

#### **Outside of Class**

Term Paper (Online) You will write an 8-9 page paper according to APA Style formatting, (using Microsoft Word, Times New Roman, 12-point font, 1 inch margins and double space) researching an area of child welfare of today.

The body of the paper needs to be at least 1,750 words (5-6 pages + title page, abstract page, and reference page), The Introductory text and Conclusion should each be at least 150-200 words each.

The student may choose one of the following topics on which to write their paper.

- Attachment Disorder
- Family Systems
- Children in Foster Care
- Borderline Personality Disorder
- Children and Violence
- Children and Poverty
- Children and Substance Abuse
- Long-term Effects of Child Abuse
- Child Sexual Abuse
- Teenage Pregnancy Issues
- Adoption Disruption
- Homeless Runaway Youths
- The Military Family
- Daycare and Educational Settings

Your text may be used as one of your peer-reviewed sources of information. At least two more peer-reviewed source is required, and is best chosen from the online Columbia College library. A how-to video is provided showing how to access those journal articles online. Work from a previous course, in whole or in part, is also unacceptable. You must submit your Term Paper to the appropriate Dropbox folder by 6:00 pm CT on Tuesday of Week 6.

Important Note: Please be sure to read the entire syllabus. Pay special attention to the sections on ETEXTS, BOOKSTORE, AND TECHNICAL SUPPORT, AS THIS IS NEW INFORMATION.

## Course Outline

Click on each week to view details about the activities scheduled for that week.

### Week 1:

#### **Attendance and Participation**

Have read The Changing Family for our first Class.

### Week 2:

#### **Attendance and Participation**

Please read Chapter 3: Children and Poverty and Chapter 4 - The Impact of Violence and Addiction on Children

#### **Poor Kids Video and Response**

We will watch this video in class. Handout or written response will be required. Further information to follow in class.

### Week 3:

#### **Mooseheart Field Trip**

We will take a trip to Mooseheart for a tour of the facility on Saturday Nov. 2. Following this trip, a 2 page paper that describes your experience and what you learned is required.

#### **Attendance and Participation**

Please read Chapter 8 - Protecting Children When Families Cannot: Child Abuse and Neglect

Book Discussion "A Child Called It"

#### **Book Discussion Part 1**

Chapters 1 and 2 should be read for tonight's class. In class group work.

### Week 4:

### **Exam 1 Chapters 2-4, & 8**

Exam will be taken in class.

### **Attendance and Participation**

Please read Chapters 3-4 in *A Child Called It*.

### **Book Discussion Part 2**

Group work in class.

## **Week 5:**

### **Attendance and Participation**

Please read Chapter 12 - Children in Foster Care

Chapter 13 - The Adoption of Children

Chapter 14 - Children in Residential Settings

### **A Child Called It Part 3**

Group work in class.

## **Week 6:**

### **Term Paper Due**

Please submit paper in D2L. Remember paper should be in APA format.

### **Attendance and Participation**

If you attended the Mooseheart Field Trip, you will automatically get your 10 points for this meeting time.

## **Week 7:**

### **Attendance and Participation**

Please read Chapter 12 - Children in Foster Care

Chapter 13 - The Adoption of Children

Chapter 14 - Children in Residential Settings

### **A Child Called It Quiz**

Quiz in class on *A Child Called It*.

### **Video w/ Reflection TBA**

Video in class that requires a written response.

## **Week 8:**

### **Final Exam**

Exam Chapters 12-14

### **Attendance and Class Participation**

#### **Presentation**

Presentations will wrap up this evening. Presentations will be 5-10 minutes in length, and include a power point based on your term paper topic.

Online databases are available at [library.ccis.edu](http://library.ccis.edu). You may access them using your CougarTrack login and password when prompted.

### Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: [CCHelpDesk@ccis.edu](mailto:CCHelpDesk@ccis.edu), 800-231-2391 ex. 4357
- D2L Helpdesk: [helpdesk@d2l.com](mailto:helpdesk@d2l.com), 877-325-7778
- VitalSource: [support@vitalsource.com](mailto:support@vitalsource.com), 1-855-200-4146

### Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

## ! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

### Additional Policies:

#### Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

#### Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

#### Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

#### Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and

workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

### Course Policies and Procedures:

#### Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

#### CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

#### Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

#### Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at [ccis.edu/policies](http://ccis.edu/policies). The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.