

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year:** Spring 2016  **Course Title:** Social Policy and Child Welfare  **Course Prefix/Number/Section:** SOCW 6304  **Instructor Name: Marcus Crawford**  **Phone Number:** By email  **Email Address: marcus.crawford@mavs.uta.edu**  **Office Hours:** By appointment  **Day and Time (if applicable):** Thursday 7 pm to 9:50 pm  **Location (Building/Classroom Number):** SWCA 115  **Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.**  **BlackBoard:** [**https://elearn.uta.edu/webapps/login/**](https://elearn.uta.edu/webapps/login/) |

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

Examination of current policies, programs, and practices. Attention given to new perspectives on the delivery system and staffing in child welfare. Through analysis and research, students are provided knowledge for more effective practice in the field of child welfare. Prerequisite: SOCW 5303.

**B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:**

**Advanced Practice Behaviors—Direct Practice with Children and Families:**

Educational Policy 2.1.5—Advance human rights and social and economic justice.

3. Advocate at multiple levels for services to families that increase effective family functioning.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

1. Advanced practitioners in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families

2. They advocate for policies that advance the social and economic well-being of children and families

**Advanced Practice Behaviors—CAP:**

Educational Policy 2.1.5—Advance human rights and social and economic justice.

3. Analyze the human rights and social and economic justice implications of social policies and advocate for change as needed.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

4. Analyze the social and economic well-being implications of social policies and advocate for changes as needed.

**Student Learning Outcomes:** At the conclusion of the course, students will be able to:

1. Assess the fields of child welfare and juvenile justice from perspectives of social justice;
2. Evaluate the special problems and needs of client groups in the protective service and juvenile justice systems and how these needs affect policy issues;
3. Assess the relevance of cultural and human diversity for the development and implementation of child welfare and juvenile justice policy and practice;
4. Analyze how policy is made, through exploration of the historical development and current state of child welfare and juvenile justice policy.
5. Analyze child welfare and juvenile justice policy, programs, and practice issues.

6. Advocate concerning social policy decisions on the local, state, national, or international level.

**C. *Required* Text(s) and Other Course Materials:**

Pecora, P. J., Maluccio, A. N., DePanfilis, D., Whittaker, J. K., Barth, R. P., & Plotnick, R. D. (2010). *The child welfare challenge: Policy, practice, and research* (3rd ed.). New Brunswick, NJ: Transaction Publishers.

**D. Additional *Recommended* Text(s) and Other Course Materials:**

Chambers, D.E. & Bonk, J.F. (2013). *Social policy and social programs: A method for the practical public policy analyst,* 6th edition. Needham Heights, MA: Allyn and Bacon.

**E. Major Course Assignments & Examinations:**

**1. Current Policy (4 at 5 points each) (350-500 words each)**

Policy Reaction Papers (address student learning outcomes 1, 2, 3). Students will choose 3 weeks where they will find a policy relevant topic in the news either online, on the radio, or on television. They will write a short summary (350-500 words) of the policy issue and their reaction to it. Emphasis should be on connections among course readings and between readings and course-relevant issues of interest to the student, such as the student’s field work or paper topic. 500 words each, various due dates (see meeting schedule below), no reference list or outside sources required.

Students will sign up for a week where they will present one policy reaction of their choice. Presentations should be short (less than 3 minutes) and should cover the topic and relevant policy implications for social workers and child welfare.

**DUE DATES: Various, selected by student (see parameters below on course outline) before the start of class, submitted online**

**2. Paper Proposal (350-500 words)**

Paper Proposal [addresses EPAS 2.1.5 (3/CAP), 2.1.8 (4/CAP) and student learning outcomes 4, 5]. This short assignment is due early in the course and has three purposes: To get students started on their major papers early; to give me a chance to comment on, offer direction to, and approve the paper topics; and to practice a skill needed and used by social workers who wish to speak at professional conferences (writing a proposal or abstract of a paper). Proposals give an overview of the topic of the final paper, including specific social policy to be analyzed. Proposals should be 500 words, excluding a required, preliminary list of references and sources that the student has identified.

**DUE DATE: February 25 before midnight, submitted online**

**3. Advocacy Assignment (6 pages minimum, not more than 8)**

Advocacy Assignment [addresses EPAS 2.1.5 (3/CAP & DP-F&C), 2.1.8 (4/CAP; 2/DP-F&C) and student learning outcome 6]. Students will engage in an advocacy activity of their choosing, preferably one that relates to their paper topic. Activity options include (but are not limited to) the submit a letter to a newspaper editor, contribute an op-ed article (opposite the editorial page), participate in or plan a march or public demonstration, plan and execute a social media activity, submit testimony to an elected body, correspond with an elected official or public administrator, meet with an elected official (perhaps at SW Day at Legislature in Spring semesters when held), coordinate a letter writing campaign, hold or attend a town hall meeting, hold a briefing conference, create and distribute pamphlets, and create and disseminate a fact sheet to policy makers. The assignment is completed in 3 sections.

1. Students will create a visual representation of their advocacy. Visual representations may be a short video or vine, a meme, a flyer, a pamphlet, a handout, or other creative visual piece. Emphasis should be on catching a person’s attention and brining awareness of a problem or policy.
2. Students will create a policy brief (white paper) outlining the core concerns and identifying the relevant policy. Papers should be easily read, using bullet points for important information. Papers should be brief (2 pages) so they create a 1 page front and back document. Advocacy for a policy position should be included.
3. Students will present their policy advocacy to the class as if the class were the relevant policymaking body (state legislature, Congress, etc). Presentations must be brief (less than 3 minutes) and must identify the problem, identify the policy, and explicitly advocate for a change to the policy. No visual aides are allowed.

**DUE DATE: March 31 before midnight, submitted online**

**3. Policy Analysis Paper (15 page minimum, 20 page maximum.)**

Policy Analysis Paper [addresses EPAS 2.1.5 (3/CAP), 2.1.8 (4/CAP) and student learning outcomes 4,5].

Select for analysis a policy specific to juvenile or child welfare policy. The **15-20 page policy analysis (body of paper) should be in 12 point, double-spaced font** (must have a federal or state statutory or judicial basis)**. Specify the model of analysis to be utilized** (Attach the policy analysis model only if not one provided in course readings). Regardless of the model selected for the analysis, the policy analysis **should include background, problem, underpinning values, unintended consequences, alternatives and recommendations for the policy** Selected topics from the list below, or alternative policies of comparable scope must be submitted in writing six weeks before the paper’s due date and require prior approval of the instructor. (Assignment 2 is choosing your topic and due Feb 18. You may change your topic up to 6 weeks before this due date. March 24 is the last date to change the topic.)

A minimum of **12** sources is required (in addition the required readings, which you must use). Acceptable sources include social work or related fields’ journals, scholarly periodicals, statutes, legislative histories and committee hearings/reports. Citations and reference list must be in APA format, and reference list and policy model are not included in the page limit.

A grading rubric for the analysis paper will be provided on Blackboard.

**DUE DATE:**

**Examples of Policies for Analysis:**

* + Adoption Assistance and Child Welfare Act of 1980
  + Adoption and Safe Families Act of 1997
  + Hague Convention on Intercountry Adoption
  + Child Abuse Prevention and Treatment Act of 1974 or as Amended, 1996
  + Juvenile Justice and Delinquency Prevention Act of 1974
  + The Chafee Foster Care Independence Act of 1999
  + Indian Child Welfare Act of 1978
  + Omnibus Budget Reconciliation Act of 1993 (Family Preservation and Support)
  + Multi-Ethnic Placement Act of 1994
  + The Promoting Safe and Stable Families Amendments of 2001
  + Missing, Exploited, and Runaway Children Protection Act
  + Child Support Enforcement and Incentive Act
  + The Children’s Health Insurance Program (CHIP)
  + Individuals with Disabilities Education Act (IDEA)
  + National School Lunch Program
  + Foster Care Independence Act of 1999 (P.L. 106-169) and the Educational Training Voucher Provisions
  + Keeping Children and Families Safe Act
  + Adoption Opportunities Program (Title II of the Child Abuse Prevention and Treatment Act, P.L.108-36).
  + Protect Act (Amber Alert System)
  + Fostering Connections to Success and Increasing Adoption Act (FCSIA) of 2008

**For more policy topics refer to the textbook and readings**

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Policy reaction Papers (4 @ 5% each) 20% 20 points

Policy Paper Proposal 15% 15 points

Advocacy Assignment 25% 25 points

Policy Analysis Paper 40% 40 points

**TOTAL: 100 points**

In computing course grades, the following percentages are used for the letter grades indicated on assignments: 98%=A+; 95%=A; 92%=A-; 88%=B+; 85%=B; 82%=B-; 78%=C+; 75%=C; 72%=C-; 68%=D+; 65%=D; 62%=D-. Grades lower than B- reflect work that does not meet graduate standards. Grades lower than 60% represent failure. After grades for all assignments are averaged, semester grades are based on the breakdown of 90%-100%=A; 80%-89%=B, 70%-79%=C**,** 60-69%=D, 0-59%=F.

**G. Make-Up Exam or Assignment Policy**:

Late papers will be deducted 10% of the grade for each day late. Reaction papers may not be submitted late because they are offered every week. Exceptions may be made on a case-by-case basis in extreme circumstances.

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. For this course, here is the attendance policy:

I will not take attendance for points on a daily basis in this course; **however, attendance is required**. In a graduate course such as this one, attendance and preparation for class are the best ways to be successful. In class, we will cover materials that will assist you with the papers that you must complete this semester. If you are going to miss class, I would appreciate if you let me know, but you will not be counted off if you do not. My expectation for graduate students is that we are each responsible for managing our time and commitments as graduate school is an important step in your education and career. I am sure you will take that seriously and look forward to a good semester.

**I. Course Schedule:**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

**Unit I: Introductory Concepts- Course, Values, Historical Development of Children’s Services**

Jan 21 **Introduction to the course/goals/objectives/values**

**Historical overview, Poor Law through New Deal**

**In Class:** History of Child Welfare- <http://www.youtube.com/watch?v=qNPbHw5eM4U>

**PowerPoint: Important Dates in Child Welfare History**

Murray, K. & Gesiriech, S. (year). A brief legislative history of the child welfare system.

Child welfare fact sheet (2015). History of major child welfare legislation. 1-24

Jan 28 **Historical overview of child policy: New Deal through present**

**Assigned readings:** Pecora et al., Chapter 1

Scannapieco, M., Hegar, R.L., & Connell-Clark, K. (2012). Professionalization in public child welfare: Historical context and workplace outcomes for social workers and non-social workers. *Children & Youth Services Review, 34* (11)*,* 2170-2178. (Blackboard)

Stehno, S.M. (1988). Public responsibility for dependent Black children: The advocacy of Edith Abbott and Sophonisba Breckinridge. *Social Service Review* 62 (3), 485-503. (Blackboard)

Ellett, A. & Leighninger, L. (2006). What happened? *Journal of Public Child Welfare, 1(1)*, 3-34. doi: 10.1300/J479v01n01\_02 (Blackboard)

McGowan, B. (year). Historical evolution of child welfare services.

Myers, J. (2009). A short history of child protection in America.

**Unit II: Analysis of Social Policy and Policy Research**

Feb 4 **Theory underpins policy: HBSE for the policy analyst**

**Policy research: Internet research and public documents**

**Assigned readings:** Pecora et al., Chapter 2

O’Hare, W. (2011). The Changing Child Population of the United States: Analysis of Data from the 2010 Census. *The Annie E. Casey Foundation*, pp. 1-25. (Blackboard)

Robbins, S.P., Chatterjee, P, & Canda E.R. (2012). *Contemporary human behavior theory: A critical perspective for social work,* 3rd ed. Boston: Allyn and Bacon. ch 1: The nature of theories and ch 14: Application of Theories (BlackBoard)

Feb 11 **Social Policy Models**

A comparison of social policy analysis models and approaches

**Assigned readings:** Pecora et al., Chapter 3

Ginsberg, L. & Miller-Cribbs, J. (2005). *Understanding social problems, policies and programs.* 4th ed. Columbia, SC: University of South Carolina. Chapter 8: Analyzing social policies and models for policy analysis. (Black Board)

Barusch, A. (2002). *Foundations of social policy: Social justice, public programs, and the social work profession.* Itasca, IL: E.E. Peacock Publishers, Inc. Chapter 1. (Blackboard)

Feb 18 **Social Policy Models, cont.**

Value considerations in policy analysis

**Assigned reading:**

Chambers, D., & Bonk, J. (2013). *Social policy and social programs: A method for practical public policy analyst.* Boston, MA: Pearson. Chapter 1-2. (Blackboard)

Segal, E.A. (2007). Chapter 1: Social welfare policy and underlying values. In *Social welfare policy and social programs: A values perspective.* Belmont, CA: Brooks/Cole. (Black Board)

**Power Point:** Values underpinning policy and policy analysis

**Unit III: Poverty and Health**

Feb 25 **Economic Security for Families with Children**

**Assigned readings:** Pecora et al., Chapter 4

Anderson, C. (2013). Texas well and healthy. A statewide, grassroots campaign to improve the health and wellbeing of Texans. *Center for Public Policy Priorities*, pp. 1-19 (Blackboard)

Katel, P. (2011). Child Poverty: Are out-of-wedlock births the root cause? *CQ*

*Researcher,* 21, 901-928. (Blackboard)

Cole, C. (2011). Legislation Would Increase Access to Healthy, Affordable

Food. *Center for Public Policy Priorities,* pp. 1-5. (Blackboard)

**In Class:**

Wealth disparity in the U.S.: [http://www.youtube.com/watch?v=QPKKQnijnsM](https://elearn.uta.edu/webapps/portal/frameset.jsp?tab_group=courses&url=%2Fwebapps%2Fblackboard%2Fcontent%2FcontentWrapper.jsp%3Fcontent_id%3D_3261089_1%26displayName%3DLinked%2BFile%26course_id%3D_229897_1%26navItem%3Dcontent%26attachment%3Dtrue%26href%3Dhttps%253A%252F%252Felearn.uta.edu%252Fwebapps%252Fportal%252Fframeset.jsp%253Ftab_group%253Dcourses%2526url%253D%25252Fwebapps%25252Fblackboard%25252Fcontent%25252FcontentWrapper.jsp%25253Fcontent_id%25253D_2725223_1%252526displayName%25253DLinked%25252BFile%252526course_id%25253D_193837_1%252526navItem%25253Dcontent%252526attachment%25253Dtrue%252526href%25253Dhttps%2525253A%2525252F%2525252Felearn.uta.edu%2525252Fwebapps%2525252Fportal%2525252Fframeset.jsp%2525253Ftab_group%2525253Dcourses%25252526url%2525253D%252525252Fwebapps%252525252Fblackboard%252525252Fcontent%252525252FcontentWrapper.jsp%252525253Fcontent_id%252525253D_2436030_1%2525252526displayName%252525253DLinked%252525252BFile%2525252526course_id%252525253D_192271_1%2525252526navItem%252525253Dcontent%2525252526attachment%252525253Dtrue%2525252526href%252525253Dhttp%25252525253A%25252525252F%25252525252Fwww.youtube.com%25252525252Fwatch%25252525253Fv%25252525253DQPKKQnijnsM)

Poverty & inequality in U.S.: <http://www.upworthy.com/if-you-think-only-poor-people-need-welfare-wait-till-you-see-what-really-rich-folks-do-with-it>

**Due:** Policy Paper Proposals

March 3 **Immigration Reform and Children’s Welfare**

**Assigned readings:**

Deviney, F. (2008). A child alone and without papers. *Center for public policy priorities*, pp.1-80. (Blackboard)

Hagert, C. (2010). Common-sense principles for immigration reform. *Center for public policy priorities*, *10*(442), 1-5. (Blackboard)

Hagert, C. (2010) Federal funding for child support is critical to children and families. *Center for Public Policy Priorities*. Pp. 1-5. (Blackboard)

Helcamp, L. & Cooper, R. (2013). Maximizing access to college for immigrant children builds the Texas economy. *Center for public policy priorities.*

Immigration Options (2013) Watson Instititue for Immigration Studies, Brown University

**In Class:**

The child immigration crisis explained (2014). ABC News. 3.02 min. <http://www.youtube.com/watch?v=nTM0rdZZg9U>

**Unit IV: Juvenile Justice**

March 10 **Juvenile Justice Services**

**Assigned readings:**

Abram, M. K at el, (2013). PSTD, Trauma, and Comorbid Psychiatric Disorders in Detained Youth. *Office of Juvenile Justice and Delinquency Prevention,* pp. 1-13. Retrieve from:

<http://www.ojjdp.gov/pubs/239603.pdf>

Mendel, R. A. (2011). No place for kids. The case for reducing juvenile incarceration. *The Annie E. Casey Foundation*, pp. 1-51. (Blackboard)

Campbell, C., et al (2014). Screening offenders: The exploration of a youth level of service/case management inventory: YLS/CMI Brief Screener. *Juvenile Offender Rehabilitation, 53(1),* 19-34. Doi: 10.1080/10509674.2013.861314

Haight, W. et al (2014). Implementing the Crossover Youth Practice Model in diverse contexts: Child welfare and juvenile justice professionals’ experiences of multisystem collaborations. *Children and Youth Services Review*

Willison, et al (2014). Past, present, and future of juvenile justice: Assessing the policy options. Final Report. P. 1-139.

Reducing Recidivism policy brief

Federal Juvenile Justice funding policy brief

**March 17 No Class Spring Vacation**

**Unit V: Child Protection Policy**

March 24 **Child Protective Services**

Policy legacies of the 1960s and 1970s: The rediscovery of child abuse, mandated reporting, child abuse prevention and treatment; current CPS issues

**Assigned readings:** Pecora et al., Chapter 5, 6

Child Welfare Information Gateway. (2012). Major Federal Legislation Concerned with Child Protection, Child Welfare, and Adoption. Retrieved from: <https://www.childwelfare.gov/pubs/otherpubs/majorfedlegis.pdf>

Extra credit option: [http://www.dfps.state.tx.us/Training/Reporting/default.asp](https://bluprd0111.outlook.com/owa/redir.aspx?C=qgOqJ3ry8keQbnYCqHJhofko2AOWV9AIvvjbwJiY-laPSosXpiruEdL2s8SLUWGFOeiToOPyzcA.&URL=http%3a%2f%2fwww.dfps.state.tx.us%2fTraining%2fReporting%2fdefault.asp) Child Abuse reporting. Pursue site, include all links, and print certificate of completion (worth two points added to final grade). Due this class or next class (only).

AFCARS 2013 report

Brown & Moore (2008). An overview of state-level data on child well-being available through the federal statistical system. 1-74

Data snapshot of foster care. State by state comparisons. 1-7

White papers: Reframing child abuse and Neglect. 1-11

March 31 **Family-Based Services**

**Assigned readings:** Pecora et al., Chapter 7

Invest In Texas Kids: It Matters. A 20-Year Look At Texas’ Budget For Our

Children. *Center for Public Priorities.* (Blackboard)

Hill, R.B. (2006). Synthesis of Research on Disproportionality in Child Welfare: An Update *Casey-CSSP Alliance for Racial Equity in the Child Welfare System.* Pp. 1-51. (Blackboard)

Burstain, J. (2012). Child protective services in Texas: Buying what we want. *Center for Public Policy Priorities*. Pp. 1-19. **(Blackboard)**

2012 Texas CPS budget 1-20

2014 Texas CPS budget 1-3

2015 Texas kids executive summary 1-2

2015 TX kids full report 1-32

Disparities and Disproportionality in Child Welfare: Analysis of the research. (2011). 1-162

Marshall & Haight (2014). Understanding disproportionality affecting African American Youth who crossover from the child welfare to the juvenile justice system: Communication, power, race, and social class. 82-93.

Mumpower, J. (2010). Disproportionality at the “front end” of the child welfare services system: An analysis of rates of referrals, “hits” “misses” and “false alarms.” 364-405.

White papers: Keepings kids in families 1-6.

**DUE: Advocacy Assignment**

**Unit VI: Substitute Care of Children in Group and Family Settings/Adoption**

April 7 **Policy of placing children in institutions and group settings**; the case of Indian

Boarding schools, group care, challenges and changes in child welfare services:

focus on families and children of color. Policy of placing children in foster care and planning for permanence; focus on the Indian Child Welfare Act of 1978 and the Adoption Assistance and

Child Welfare Act of 1980

**Assigned readings:** Pecora et al., chapter 12, 10

Alpter & Meezen (2012). Moving away from congregate care: One state’s path to reform and lessons from the field. 1519-1532.

Cosner et al (2014). Emerging versus emancipating: The transition for adulthood for youth in foster care. 616-638.

Curry and Abrams (2015). Housing and social support for youth aging out the foster care: State of the research literature and directions for future inquiry. 143-153.

Dworsky (2013). Homelessness during the transition from foster care to adulthood. 1-6

Lee et al (2014). Extended foster care support during the transition to adulthood: Effect on the risk of arrest. 34-42.

Transition to adulthood. National Governor’s Association handbook. 1-44

Ryan et al (2008). Juvenile delinquency in child welfare: Investigating group home effects. 1088-1099.

Simmel (2012). Highlighting adolescents’ involvement with the child welfare system: A review of recent trends, policy developments, and related research. 1197-1207.

Zajac (2015). Juvenile justice, mental health, and the transition to adulthood: A review of service system involvement and unmet needs in the US. 139-148.

White papers:

Consensus statement on group care 1-7.

Disparate impact ruling from HUD. 1-10

April 14 **Kinship care,** **foster care and adoption from foster care**

Focus on the Multi-Ethnic Placement Act of 1994, the Adoption and Safe Families Act of 1997’ Chafee Foster Care Independence Act of 1999, Kinship Guardianship Act

**Assigned readings:** Pecora et al., Chapter 8, 9, 11

Casey Foundation. (2013) User’s Guide to Essential Kinship Data. *The Annie E.*

*Casey Foundation.* Pp. 1-5. (Blackboard)

Burstain, J. (2011). Foster Care: Fast Tracking Relatives Who Care For Kids. *Center for Public Policy Priorities.* Pp. 1-24. (Blackboard)

Buckles, K. 2013. Adoption subsidies and placement outcomes for children in foster care. 596-627

Akin. B. (2011). Predictors of foster care exits to permanency: A competing risks analysis of reunification, guardianship, and adoption. 999-1011.

Anderson (2015). Family matters? The effect of kinship care of foster care disruptions rates. 68-79.

Berrick (1998). When children remain home: Foster family care and kinship care. (for historical purposes only).

Boyle. (2015) What is the impact of birth family contact on children in adoption and long term foster care? A systematic review. 1-12

Font (2015). Is higher placement stability in kinship foster care by virtue or design? 99-111.

Kinsey et al (2012). Interventions in foster and kinship care: A systematic review. 429-463.

Mariscal (2015). Exploring the path from foster care to stable and lasting adoption. Perceptions of foster care alumni. 111-120.

Merritt (2013). Post-adoption service need and access: Differences between international, kinship, and non-kinship foster care. 1913-1922

Ryan et al (2010). Kinship foster care and the risk for juvenile delinquency. 1823-1830.

White. (2015). Placement discontinuity for older children and adolescents who exit foster care through adoption or guardianship: A systematic review. 1-18.

White papers:

Kinship care 1-2

Kinship placement 1-4

**Unit VII: Global Challenges to Child Welfare and International Policy Issues**

April 21 International child welfare issues. Global wealth disparities/International adoption and the Hague Conventions

**Assigned readings:** Pecora et al., Chapter 13

Watson, L.D. & Hegar, R.L. (2014). The changing environment of adoption practice: Focus on intercountry adoption to the United States. Adoption Quarterly, <http://dx.doi.org/10.1080/10926755.2014.945705> and BlackBoard

Balding (2015) Who wants to adopt and who wants to be adopted: A sample of American families and sub Saharan African orphans 1320-1333.

Barcons (2015). 1-10

Beyer (2008)

Gerring (2008)

Hegar et al (2015)

Intercountry adoption

McWey (2014)

Nesmith (2013)

Odell (2015)

Oxfam report

TX visitation guidebook

International child welfare issues.

Parent child visitation in foster care.

April 28 **NO CLASS MEETING**

**Out-of- Class Assignment: (watch on your own and be prepared to discuss on 5/5):**

Impact on female children: infanticide, abandonment, childhood marriage, genital mutilation

Re: Female Genital Mutilation: <http://www.youtube.com/watch?v=U7p0tXIcIzM#aid=P9GaRQyxoxQ>

Re: Female Infanticide in India: <http://www.youtube.com/watch?v=0UZZk-15nQo>

May 5 Discussion of out-of-class assignments/ Course Wrap-up

**DUE: Policy Analysis Papers via SafeAssign**

### Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

**J. Expectations for Out-of-Class Study**:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievance Policy**:

See BSW/MSW Program Manual.

**L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-8962, b**elow are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask a Librarian <http://ask.uta.edu>

**N. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**O. Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships

(<http://wweb.uta.edu/aao/fao/>).

**P. Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**R. Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**S. Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**T. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**U. Final Review Week**:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**V. School of Social Work - Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*