

SAMPLE ONLY
NOT CURRENTLY IN USE

Nova Southeastern University
Criminal Justice Institute
Master's in Humans Services: Child Protective Services

- I. COURSE NUMBER AND TITLE:** HCP 540: Foundations in Child Placement, Risk and Protective Factors (3 credits)

II. COURSE DESCRIPTION

This course introduces students to Child Protection Reporting, Initial Placement and Intake, Risk & Protective Factors & their conceptual boundaries, theoretical and research-based foundations, and the literature. The course will explore diverse local, state, national and international perspectives in Assessment for Placement (forms and levels of violence, abuse [e.g., sexual and physical], neglect [e.g., lack of food, inappropriate feeding, inappropriate food, lack of appropriate medical care] , age-inappropriate community involvement [e.g., child soldiering, child prostitution, child shielding & educational withholding]; Available, Ideal & Inappropriate Placements [e.g., institutional, family-based, semi-permanent and permanent housing, the foundations for placement structures including research-based, economic and political approaches]; Foster Care, [e.g., kin (family)-foster care, institutional foster care, voluntary protective supervision]; Health Issues related to screening; Legal, Ethical, Cultural, Racial, Economic, Religious and other Diversity Issues; Informal supports for the family and the place of care in communities and out of them. Primary procedural examples will be taken from Florida and the US Federal Government with comparisons made with other US states and countries to emphasize trends, commonalities, differences, failures and successes.

III. COURSE LEARNING OBJECTIVES

A. Entrance Competencies

The student will:

- a) Define basic terms, concepts and ideas of current local, regional, national and international, formal and informal procedures, adopted/used to identify and support children in distressed families, communities and other groups (e.g., Gangs).
- b) Discuss contemporary issues and trends in child abuse and child neglect, and social trends that affect them (e.g., internet, drugs, pornography, one-parent families, illegal immigration).
- c) Evaluate the functions, operations, and management of the child support and protection systems.
- d) Evaluate and assess family needs related to child protection and support on a day-to-day basis and indicate a clear knowledge of the developmental trends in social/protective services for children in our society with a particular emphasis on legislation and the theories of child protection.

e) Critically analyze case studies to determine the development of best practices.

B. Exit Competencies

Students will be able to do the following upon completion of the course:

1. To draw a picture of children’s protection in flux through the impact of systems theory.
2. To identify effective and non-effective procedural approaches to protecting children in trouble in the US (State & National) and internationally, and to identify the needs for help for those children outside our borders, but who may become a part of the national system (i.e. international adoption).
3. To identify and understand the impact of social and public policy on children’s protective services, locally, nationally, and internationally.
4. To demonstrate and envision future improvements and approaches and methods for effective implementation.

IV. COURSE ACTIVITIES/REQUIREMENTS & TECHNOLOGY INTEGRATION

Rationale for assignments and their structure.

Your assignments in this course take several forms: (i) course discussion (ii) critical analysis essays. (iii) individual weekly postings (iv) reading assignments (v) case studies (vi) internet involvement, including chats. The rationale for these assignments is as follows: know the facts; apply the facts to analytical study; show that you understand both what has gone before, systemically, and what might occur based on fact and solid reasoning.

Times for assignment completion: All individual postings are due no later than midnight Wednesday and all group feedback is due no later than midnight Saturday. All essays will be due by email no later than midnight of the Saturday due date. Please check course postings and email several times a week for updates and refer to the schedule for important dates.

Required level of professionalism: As a graduate student, expectations of yourselves should be very high and your work should reflect this.

V. GRADING CRITERIA

Grading:

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|------------------------------------------------------------------|-----|
| 1. Individual/group discussion/weekly questions/Journal articles | 40% |
| 2. One Critical Analysis Essay and Two Case Studies | 50% |
| 3. Attendance at "live" classes and participation in them | 10% |

Missed or late work is not accepted. Extraordinary circumstances must be discussed directly with the professor.

VI. GRADING SCALE

A 90-100

- B 80-89
- C 70-79
- D 65-69
- F Below 65

VII. REQUIRED TEXTS/MATERIALS

Dubowitz, H., & DePanfilis, D. (2000). *Handbook for Child Protection Practice*. Sage Publications.

Haskins, R., Wulczyn, F., & Webb, M.B. (Eds.) (2007). *Child Protection: Using Research to Improve Policy and Practice (Paperback)*. Brookings Institution Press

****These books can be found used and at a reduced cost on Amazon**

VIII. CALENDAR OF WEEKLY REQUIREMENTS

**** (Please note that the Professor reserved the right to make changes to the schedule/readings as needed)**

WEEK	TOPICS	ASSIGNMENTS
1	<ul style="list-style-type: none"> •A brief history of the developments of children’s support systems, protection procedures and laws •The predicted future of child protection. •Issues for practitioner consideration before facing the practicalities of child protection •Working for permanency as an overall outcome: •An overview of selected terms applied to child protection procedures, particularly; <ol style="list-style-type: none"> 1. abuse: <ul style="list-style-type: none"> Sexual Physical Emotional Drugs 2. neglect: <ul style="list-style-type: none"> Malnutrition Starvation Cleanliness Health 	<p>1. Provide student introductions on board (See professor’s posting for the inclusion of specific details)</p>
2	<p>•Reporting & Initial Assessments Introduction: file:///Users/chrismor/Desktop/Child%20Protection%20Contacts/AAP%</p>	<p>•Assignment: 1. Read: Dubovitz & DePanfilis pp 3-220; 2. Study: the Investigative</p>

	20Child%20Abuse%20and%20Neglect.webarchive	Checklist for First Responders - US Department of Justice. 3. Post individual and group responses to assigned questions
3	<ul style="list-style-type: none"> • Consideration of Intervention, intake and initial placement procedures • Intervention • Paperwork and requirements at state and federal levels <p>Introduction, Look at: 1. http://dcfswbresource.prairienet.org/bp/intake_investigation/ and 2. http://dcfswbresource.prairienet.org/bp/intake_investigation/ and 3. http://dcfswbresource.prairienet.org/bp/intake_investigation/ and, file:///Users/chrismor/Desktop/Child%20Protection%20Contacts/Answer.webarchive and, file:///Users/chrismor/Desktop/Child%20Protection%20Contacts/Answer2.webarchive</p>	<ul style="list-style-type: none"> • Assignments: <ol style="list-style-type: none"> 1. Study and list procedures and requirements reporting abuse through <u>Florida Department of Children and Families</u> - see: http://www.dcf.state.fl.us/abuse http://www.dcf.state.fl.us/adoptio n/ http://www.dcf.state.fl.us/fosterca re/ <u>Federal Government requirements</u>- see: http://www.acf.hhs.gov/ 3. Read: Dubovitz & DePanfilis Part VII. 4. Post individual and group responses to assigned questions 5. Critical analysis essay assigned 6. Attendance at online chat (date/time TBD)
4	<ul style="list-style-type: none"> • Fostering: types of fostering, appropriateness of fostering, and agencies involved in fostering. Fostering successes and failures. <p>Introduction: http://dcfswbresource.prairienet.org/bp/intake_investigation/investigatio n-03.php</p>	<ul style="list-style-type: none"> • Assignments: <ol style="list-style-type: none"> 1. Post individual and group responses to assigned questions
5	<ul style="list-style-type: none"> • Ideal Placements: philosophy of research, literature and theory: Child Societies through legislated state-level programs & funding & movements to research-based change. <p>Introduction: http://www.comminit.com/strategicthinking/stcompetence/sld-1539.html &, Legis. PDF - History &</p>	<ul style="list-style-type: none"> • Assignments: <ol style="list-style-type: none"> 1. Post individual and group responses to assigned questions 2. First case study assigned

	<p>http://www.rppi.org/socialservices/p262.html & http://www.sauerthompson.com/archives/philosophy/003246.html</p> <p>& http://www.culture.gov.uk/global/publications/archive_1999/pat10_social_exclusion.htm?properties=archive_1999%2C%2Farts%2Fquicklinks%2Fpublications%2Fdefault%2C&month=</p>	
6	<p>•Health Issues: Physical and Mental - screening and expanding problems related to living environments and provided care. Disease & effects.</p> <p>Introduction: file:///Users/chrismor/Desktop/Child%20Protection%20Contacts/AAP%20Child%20Abuse%20and%20Neglect.webarchive and, http://www.dh.gov.uk/Home/fs/en and, http://www.theorator.com/bills109/hr1413.html</p>	<p>•Assignments:</p> <ol style="list-style-type: none"> 1. Dubowitz & DePanFilis Chapters 34, 61 & 89; 2. Post individual and group responses to assigned questions 3. First case study due
7	<p>•Risk: & client outcomes, & Assessment & Safety.</p> <p>•Problem areas: 1. Aids, HIV, 2. starvation and malnutrition.3. Racial, religious, cultural, ethical. 4. Gangs</p> <p>Introduction: http://dcfswebresource.prairienet.org/bp/intake_investigation/investigation-03.php - Growing http://www.gangfreekids.org/gangs.html</p>	<p>•Assignments:</p> <ol style="list-style-type: none"> 1. Read: Dubovitz & DePanfilis, Part V, Section F and Part VI. 2 Read: NCMEC provided guides & white papers, e.g., “Online Victimization: A Report on the Nation’s Youth” (2000). 3. Post individual and group responses to assigned questions 4. Attendance at online chat (date/time TBD)
8	<p>• Laws, Legalities, Legislation, statutes and their effects on child protection: Rights, Roles, Juvenile Court, Guardians Ad Litem etc., State and Federal perspectives.</p> <p>Introduction: http://www.planusa.org/site/protection.php and, http://courcafe.com/links/ and,</p>	<p>•Assignments:</p> <ol style="list-style-type: none"> 1. Dubowitz & DePanfilis: Part IX, appendix X. 2. Post individual and group responses to assigned questions 3. Second Case Study assigned

	<p>http://nccanch.acf.hhs.gov/general/legal/state/reporting.cfm and, Boland 107-149.v</p>	
9	<ul style="list-style-type: none"> • The family: problems, supports, informal family developments in the community, the need for family-based support. The expansion of Kin-based Foster Care & forms of shared family foster care. • Shared Family Care: Creating Families with Community Parts. <p><u>Introduction:</u> http://cbexpress.acf.hhs.gov/printer_friendly.cfm?issue_id=2004-04&article_id=795&prt_art=795 and, http://dcfswebresource.prairienet.org/bp/intake_investigation/investigation-03.php</p>	<p>•Assignments:</p> <ol style="list-style-type: none"> 1. Dubowitz & DePanfilis: Part II, 36, 44, 47, Part IV, Section A, 97, 109, Part V, Section C, Part VII, Section 2. Post individual and group responses to assigned questions 3. Second Case Study Due 4. Online chat (Date/time TBD)
10	<p>The detailed picture: 2.From the changing views of professionals and agencies.</p> <p><u>Introduction:</u> http://www.poverty.org.uk/intro/index.htm &, http://www.culture.gov.uk/global/publications/archive_1999/pat10_social_exclusion.htm?properties=archive_1999%2C%2Farts%2Fquicklinks%2Fpublications%2Fdefault%2C&month=</p>	<p>•Activity:</p> <ol style="list-style-type: none"> 1. Post individual and group responses to assigned questions
11	<p>Child Abduction</p> <p>Reading posted by Professor</p>	<p>•Activity:</p> <ol style="list-style-type: none"> 1. Post Individual Journal Articles/ Group Discussion
12	<p>The Internet/Child Pornography</p> <p>Reading posted by Professor</p>	<p>•Activity:</p> <ol style="list-style-type: none"> 1. Post Individual Journal Articles/ Group Discussion
13	<p>Child Abduction/International Slavery/Human Trafficking</p>	<p>•Activity:</p> <ol style="list-style-type: none"> 1. Post Individual Journal Articles/ Group Discussion

	Reading posted by Professor	2. Critical Analysis Essay Due
14	The detailed picture: Course wrap-up .	• Activity: 1. Post individual and group responses to assigned questions

IX. LIST OF SUGGESTED RESOURCES

Barbell, K., & Wright, L., (2001).(Eds). Family foster care in the next century, *Child Welfare League of America*, Transaction Publishers.

Besharov, D. J., (1990). Recognizing child abuse: a guide for the concerned, The Free Press.

Byrne, D., (2004). Social exclusion, *Issues In Society Series*, Maidenhead, England: Open University Press.

Browne, K.D., Hanks, H., Stratton, P., & Hamilton, C.,(eds)(2002). Early prediction & prevention of child abuse: a handbook, *Wiley Series in Child Care and Protection*, Chichester, England: John Wiley & Sons.

Cicourel, A. V., (1995). The social organization of juvenile justice, New Brunswick, NJ, Transaction Publishers.

Costin, L.B., [et al]. (1996). The politics of child abuse in america, Oxford University Press.

Crosson-Tower, C., 5th Ed. (2002). Understanding child abuse and neglect", Boston, Allyn & Bacon.

Department of Corrections, State of Florida, (2000). A competency-based curriculum, The Florida Center of the Daytona Beach Community College.

Finkelman, B., (1995). Child abuse legislation - reporting laws, standards for intervention, passive abuse & fatal abuse", *Child Abuse; A Multidisciplinary Survey, Volume 10*, New York, Garland Publishers.

Gottfredson, M. R., & Hirschi, T., (1990). A general theory of crime, Stanford University Press.

Hills, J., LeGrand, J., Piachaud, D., (2002). Understanding social exclusion, Oxford University Press.

Kozol, J.,(1st Perennial ed). (1995). Amazing grace: the lives of children and the conscience of a nation , Harper Collins.

Riis, J. A., (2004). How the other half lives: studies among the tenements of New York”, Barnes & Noble Books.

Shipler, D. K., (2004). The working poor - invisible in america”, Knopf.

Waldfoegel, J., (1998). The future of child protection: how to break the cycle of abuse and neglect, Harvard University Press.

Watnik, W., (2003). Child custody made simple: understanding the laws of child custody & child support”, Single Parent Press.