

**SAMPLE ONLY
NOT CURRENTLY IN USE**

**NOVA SOUTHEASTERN UNIVERSITY
CRIMINAL JUSTICE INSTITUTE
Masters in Science: Child Protection**

**Foundations in Assessment and Case Planning
HCP 550**

COURSE SYLLABUS

FACULTY INFORMATION

Instructor:

Telephone:

Email: All electronic communications should be conducted within the WebCt course.

COURSE DESCRIPTION

At the core of *Child Protection Services*, there is the continuous demand for on-going assessment and case planning of families considered to be at high risk. This course introduces students to various forms of family assessments and case planning. The purpose of assessment and case planning is to ensure that families receive the services they need for successful reunification of their children. It is also the goal of child protective professionals to ensure that these services will prevent future risk to children under state supervision. This course will explore the following topics: *Permanency (Adoption and Safe Families Act), Placement Decisions, Monitoring Visitations, Resolution, Plan Creation, Case Management, Legal and Ethical Issues in Family Assessments, Diversity and Cultural Issues in Case Planning and Assessment, and Strategies for Unsuccessful Placements and Runaways, and Termination of Parental Rights (TPR)*.

LEARNING OBJECTIVES

In past decades, child abuse and neglect have been recognized, as major social problems. Many experts in the field agree that the psychological effects of child abuse, domestic violence, and substance-abuse-related incidents can create cognitive, psychological, and emotional trauma in children. This course introduces you to multiple and holistic family assessments and provides you with skills to increase your effectiveness in providing services to clients.

At the end of this course you will be able to:

- a) Determine the synchronization of what child protective agencies

consider best practice and the legal definitions for assessing families and children at-risk.

- b) Compare and contrast assessment instruments for the implementation of preventive casework practice.
- c) Analyze the Adoption Safe and Families Act and how this plays a role in concurrent case planning.
- d) Determine how the No Child Left Behind Act impacts on the assessment procedures and case planning on social service agencies.

The student will:

- a) Identify the role of assessment from a systemic family based approach.
- b) Understand assessment policies from three approaches: holistic, systemic, and family dynamics.
- c) Understand how to assess families using micro-systemic and macro-systemic approaches available in the community.
- d) Understand how to implement and utilize strength-based assessments for the prevention of further child abuse and neglect.
- e) Empower families through an understanding of family dynamics using eclectic and holistic strength-based family approaches.
- f) Describe the basic factors that are addressed in family assessment.
- g) Gain an understanding on how to elicit family information that is relevant in assessing the strengths and needs of the families a counselor is working towards further prevention of child abuse and neglect.
- h) Understand how the macro-system affects the micro-system and how valuable assessing this information is through family structure assessment (Genograms).
- i) Recognize and evaluate family insight towards reunification of their children.
- j) Compare and contrast parental needs vs. child needs and how to help parents balance both.
- k) Understand the role of child abuse and neglect as primary causing agents of emotional and behavioral disorders in children.
- l) Understanding the role of assessment and accessing community resources to empower and treat families with children at-risk.
- m) Understand the legal systems of case planning for successful reunification of children with their families.
- n) Implement strategic interventions for parents that are not cooperative with their case plan and understand the impact this will have on the child psychological and emotional well-being.
- o) Understand the role of mental health in assessment and case planning.
- p) Understand the role of domestic violence in family systems.
- q) Increase your ability to understand family dynamics through multicultural sensitivity and approaches.

REQUIRED MATERIALS

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, DC: Author.
- Dubowitz, H. & DePanfilis, D. (2000). *Handbook for child protection practice*. Thousand Oaks, CA: Sage Publications.
- Fowler, J. (2002). *A practitioner's tool for child protection and the assessment of parents*. PA: Jessica Kingsley Publishers.
- Pelzer, D. (1995). *The lost boy: A foster child's search for the love of a family*. Deerfield Beach, FL. Heath Communications.
- Peterson, M., Durfee, M., and Coulter, K. (2003). *Child abuse and neglect: Guidelines for identification, assessment and case management*. Volcano Press.

REQUIRED ARTICLES:

- Dane, B. (2000). Child welfare workers: An innovative approach for interacting with secondary trauma. *Journal of Social Work Education*. 36(1), 27-38
- Fantuzzo, J., Power, T.J., and Manz, P.H. (2003). Forging strategic partnerships to advanced mental health science and practice for vulnerable children *The School Psychology Review* 32(1),17-37.
- Kemp, S. P. and Bodonyi, J.M. (2002). Beyond termination: Length of stay and predictors of permanency for legally free children. *Child Welfare*, 81(1), 58-86.
- Spath, R. (2003). Child protection professionals identifying domestic violence indicators: Implications for social work education. *Journal of Social Work Education* 39(3), 497-518.

Websites:

- A. Child Welfare Review: <http://www.childwelfare.com>
- B. Child Welfare League: <http://www.cwla.org>
- C. National Conferences of State Legislators:
<http://www.ncsl.org/programs/cyf/asfaslr.htm>
- D. National Resources: <http://calib.com>
- E. Prevention: <http://childabuse.com>
- F. Child Abuse Prevention: <http://stopitnow.com>
- G. Children Now: <http://www.childrennow.org>
- H. American Humane Assn: <http://www.americanhumane.org>
- I. Abuse Excuse: <http://www.abuse-excuse.com>

J. Children's Defense Fund: <http://www.childrensdefense.org>

K. CASA: <http://www.nationalcasa.org>

WEEKLY REQUIREMENTS

Week	Objectives	Topics	Assignments
1	(a), (b) & (c)	1. Types of Assessments 2. Assessment Documents 3. Best Practices in Family Based Assessments 4. Mental Health Assessments 5. Theoretical Foundations of Strength Based Assessments 6. Accessing Community Resources.	READING ASSIGNMENT: 1. Chapter 1-4 of <i>The Lost Boy: A Foster Child Search for the Love of a Family</i> by Dave Pelzer. 2. Chapter 1 of Fowler, <i>A Practitioner's Tool for Child Protection and Assessment of Parents</i> . 3. Part I-IV of Peterson et al., <i>Child Abuse and Neglect: Guidelines for Identification, Assessment and Case Planning</i> . 4. Page 3-27 Handbook for Child Protection Practice. 5. Adoption and Safe Families Act of 1997, http://www.ncsl.org/programs/cyf/asfaslr.htm POSTING: Locate hard copies of some assessments required in your state for families under state supervision. Make a list of some of the criteria required in these assessments. Follow the link for the Adoption and Safe Families Act (ASFA). Post how some of the key items in your State assessments meet federal law as required by ASFA.
2	(d), (e), & (f)	1. Family-based, strength assessments. 2. Holistic Approaches to assessment and case planning 3. Assessing Child Abuse/Neglect	READING ASSIGNMENT: 1. Chapter 5-7 of <i>The Lost Boy: A foster Child Search of the Love of a Family</i> by Dave Pelzer. 2. Chapter 2 of Fowler, <i>A Practitioner's Tool for Child Protection and Assessment of Parents</i> .
3	(g) & (h)	1. Using interview techniques to gather family information 2. Conducting Family Structure Assessments. 3. Evaluating assessment data collected during interviews for making:	READING ASSIGNMENT: 1. Chapters' 7-Epilogue of <i>The Lost Boy: A Foster Child in Search of the Love of a Family</i> by Dave Pelzer. 2. Chapter 3 of Fowler, <i>A Practitioner's Tool for Child Protection and Assessment of Parents</i> . 3. Part VII-Part VIX of Peterson et al., <i>Child Abuse and Neglect: Guidelines for Identification, Assessment and Case Planning</i> . 4. Page 57-96 Handbook for Child Protection 1. ASSIGNMENT # 1 DUE

		(1) Placement decisions (2) Permanency.	2. POSTING: Based on what you have read, what would you have considered to be some of the strengths in the way the caseworkers were helping Dave? What were some of their needs? What are some child factors that you would consider from the book that affected child safety? What would you have done differently and why?
4	(i) & (j)	1. Developmental Stages and Assessment 2. Case Planning, Assessing Family Strengths 3. Writing Family Needs	READING ASSIGNMENT: 1. Part VII-Part IX of Peterson et al., <i>Child Abuse and Neglect: Guidelines for Identification, Assessment and Case Planning</i> . ASSIGNMENT # 4: Submit topic that you wish to cover in the PowerPoint Presentation to your professor for approval. Sign up for a tentative date to present your presentation to the class.
5	(k) & (l) & (q)	1. Community Mental Health Services (understanding child abuse and neglect as the primary causing agents of Emotional and Behavioral Disturbances in children). 2. Accessing community resources based on: Diversity and Cultural Issues	READING ASSIGNMENT: 1. Part X-XII of Peterson et al., <i>Child Abuse and Neglect: Guidelines for Identification, Assessment and Case Planning</i> . 2. Spath, R. (2003). Child protection professionals identifying domestic violence indicators: Implications for social work education. <i>Journal of Social Work Education</i> . 39(3), 497-518. 3. Page 143-174 Handbook for Child Protection. ASSIGNMENT # 3: Submit your proposed survey to your professor for feedback for Assignment # 3. POSTING: Write a one page response regarding issues to consider when assessing families in terms of diversity and/or culture. How do the services offered by child protective agencies cater to cultural diversity? What about domestic violence in the presence of the children and immigration issues or economic issues?
6	(m) & (n)	1. Legal systems for successful reunification 2. Strategies for Unsuccessful placements	READING ASSIGNMENT: 1. Part XIII-XV of Peterson et al., <i>Child Abuse and Neglect: Guidelines for Identification, Assessment and Case Planning</i> . 2. Fantuzzo, J., et. al. (2003). Forging Strategic Partnerships to Advance Mental Health Science and Practice for Vulnerable Children. <i>The School Psychology Review</i> , 32(1)17-37.
7	(o) & (p)	1. Working with mental health professionals	READING ASSIGNMENT: 1. Part XVI of Peterson et al., <i>Child Abuse and Neglect: Guidelines for Identification, Assessment and Case</i>

		<p>2. What type of mental health information should family counselors elicit from the mental health professional</p> <p>3. Understanding Domestic Violence will also be covered.</p> <p>* Presentations</p>	<p><i>Planning.</i></p> <p>2. Page 215-272 Handbook for Child Protection</p> <p>POSTING: It is often the scenario that many of our foster care children are also involved with the Department of Juvenile Justice. Write a one-page response as to why would you think this is the case. What do you think can be done to prevent the involvement of juvenile justice and our foster care children? Post your answers.</p>
8	(i)	<p>1. Introduction to Concurrent Case Planning</p> <p>2. TPR and/or Adoption; Philosophical Views on Permanency (research, literature, and theories)</p> <p>*Presentations</p>	<p>READING ASSIGNMENT:</p> <p>1. Part XVII of Peterson et al., <i>Child Abuse and Neglect: Guidelines for Identification, Assessment and Case Planning.</i></p> <p>2. Read Kemp, S. P. and Bodonyi, J. M. (2002). Beyond Termination: Length of Stay and Predictors of Permanency for Legally Free Children. <i>Child Welfare, 81(1)</i> 58-86.</p> <p>3. Page 273-304 Handbook for Child Protection</p> <p>POSTING: Go to the legal statutes that govern termination of parental rights in your state. What does the child protection agency have to prove before a parent's rights can be terminated? What would you have to provide families, before contemplating termination of parental rights? When would you consider terminating a parent's rights? Post your answers.</p>
9	(i)	<p>1. Ethical Issues to address guiding factors in making "right decisions" for children.</p> <p>* Presentations</p>	<p>READING ASSIGNMENT:</p> <p>1. Part XVIII of Peterson et al., <i>Child Abuse and Neglect: Guidelines for Identification, Assessment and Case Planning.</i></p> <p>ASSIGNMENT # 2 DUE: Writing a Case Plan</p>
10	(m)	<p>1. Laws, Court Systems</p> <p>2. Preventive Assessment and Case Planning</p> <p>3. Preventing Foster Care Drift</p> <p>4. closing a case and post-placement</p>	<p>READING ASSIGNMENT:</p> <p>1. Edelstein, S.B., Burge, D., and Waterman, J. (2002). Older children in Pre-Adoptive Homes: Issues before Termination of Parental Rights. <i>Child Welfare, 81(2)</i>, 101-121.</p> <p>2. Pages 478-560</p> <p>3. Presentations</p> <p>POSTING: Do you agree with Edelstein's article regarding the advantage certain children have for achieving</p>

		supervision	permanency, based on race? Why or why not? Write a 1-page response. Post your answers.
11	e & m	<ol style="list-style-type: none"> 1. ASFA and Concurrent Case Planning 2. Introduction to the Indian Child and Welfare Act (ICWA) and Assessment. 	<ol style="list-style-type: none"> 1. Halverson, K., Puig, M.E., Byers, S.R. (2002). Culture Loss: American Indian Family Disruption, Urbanization, and the Indian Child Welfare Act. <i>Child Welfare</i>, 81(2) 319-336. 2. Pages 305-478 Handbook for Child Protection 3. Presentations <p>POSTING: Research the state laws in your state regarding ICWA. In 1-page, write what you MUST do when assessing and determining permanency for children under ICWA. Why do you think this is important? Post your answers.</p>
12	l & q	<ol style="list-style-type: none"> 1. Runaways, Informal supports for children & Families, 2. Components of Case Planning, 3. Accessing Community Resources 	<ol style="list-style-type: none"> 1. Page 175-214 Handbook for Child Protection 2. Presentations <p>POSTING: Identifying community resources is one of the most important parts of assessment and case planning. What service providers are available in your community and what types of services do they provide? Child protective advocates underutilize some of these service providers, because they do not know the availability of these services. Make a list of available resources in your community and the type of services they provide. Do they have a cost? Is there any help from the government that you can tap into to offset some of these costs, if these services are not free? Post your answers.</p>
13	F	<ol style="list-style-type: none"> 1. Understanding how Family Based Assessment promotes case Management – ongoing monitoring and supervision – interpersonal skills, communication, counseling, conflict resolution 	<ol style="list-style-type: none"> 1. Part V-VI of Peterson et al., <i>Child Abuse and Neglect: Guidelines for Identification, Assessment and Case Planning</i>. 2. Page 31-52 Handbook for Child Protection Practice. <p>ASSIGNMENT # 3 DUE</p> <p>POSTING: Using some of the daily tools you use to gather and collect information, post your thoughts about what makes these assessments effective in providing you with data regarding the families that you serve. What makes them ineffective? Do you have any suggestions in how to make them more user-friendly and family centered?</p>
14	i & j	<ol style="list-style-type: none"> 1. Case Management 2. Monitoring Visitation and 	<ol style="list-style-type: none"> 1. Dane, B. <i>Child welfare workers: an innovative approach for interacting with secondary trauma</i>. Journal of Social Work Education v. 36 no. 1 (Winter 2000) p. 27-38. 2. Page 97-143 Handbook for Child Protection

		Legal Issues 3. ASFA 4. Parental needs vs. child needs.	3. Last Presentations 4. Final Thoughts POSTING: Dane’s article talks about major issues that arises as a result of working with vulnerable children and at-risk families. Have you ever felt like that? Post your responses. What things can you do to palliate these effects? How can some of the issues described in the article interfere with case planning?
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DESCRIPTION OF ASSIGNMENTS/GRADING CRITERIA

Assignment # 1: (Due Date: Week # 3) 20% of total grade

For this assignment, you will critique, *The lost boy: A foster child in search of the love of a family* by Dave Pelzer. You will write a paper on your thoughts/reactions to this book. The paper is to be in APA Format and can be completed with a minimum of (10) pages, plus references. Be sure to include:

- A discussion of how this book impacted you emotionally and cognitively. (Be specific about the particular points that caught your attention and your reactions to them.)
- A discussion of “critical junctures” in the book that demanded an assessment for a course of action. Was the court and caseworkers’ assessment of the situation flawed? In what ways, did it help or hurt the situation? What would you have done differently?
- A discussion of our thoughts regarding what you would have considered to have been some of the strengths in the way the caseworkers were helping Dave? What were some of their needs? What are some child factors that you would consider from the book that affected child safety? What would you have done differently and why?
- A discussion of your thought on what processes or procedures within the system helped protect Dave. What processes or procedures within the system failed Dave? What changes within law or case planning /assessment would have created a more effective and efficient outcome?
- A discussion on what all of us as child welfare advocates and leaders might do individually and collectively to prevent foster care drift and further abuse/trauma to the children we serve.
- What would you consider to be best practice in assessing children? Include scholarly (peer-reviewed references) for this section.

Assignment # 2: (Due Date: Week # 5) 30% of total grade

Being able to assess the needs of families and write an effective case plan is paramount for the successful reunification of children with their families. This assignment has two goals. First, it serves to introduce you to identifying realistic goals and tasks for clients

and second, it will enable the writer to think whether or not these goals will decrease the potential for future child abuse/neglect.

For this assignment, you will utilize one of your families. If you are not currently working with families, you may use the Pelzer book as the basis for your case plan. However, we strongly suggest that you use an actual family that you are working with or have access to. If you are using a “pseudo-family” please state so at the beginning of your assignment.

For the purposes of confidentiality and HIPAA regulations, please do not include your client’s real names or demographic information as this may pose a violation of confidentiality regulations within your agency, state and federal laws.

You received a copy of a sample case plan from your professor. In addition, you compiled a list of assessment instruments from your agency as part of your weekly requirements. Take these assessments out now. Look at their similarities and differences. Be familiar with these assessments as you begin this assignment.

Provide your chosen family with some of the assessment instruments you have chosen from those you have collected or have been provided by your classmates, professor, or textbooks. Conduct the assessments, collect the information and process the information in your assessment instruments. You will use this information on your paper.

This paper must be APA style and a minimum of twelve (12) pages, with references. This paper will have the following sections:

1. **History of your family:** Describe the ethnic background of your client(s), their community, case background (why were the children removed), ages of children and parents, how long have the children been out of their homes, etc. Ensure that this section provides a good snap picture of the family you are planning to assess. You may want to include placement information. Are the children in the least restrictive environment? What makes their placement suitable? Does the child(ren) have any disabilities? If so, what are they? Are they being treated? Include mental health diagnoses of children and parents. How would these diagnoses become barriers to providing services to families?
2. **Describe your assessment instruments:** Why have you selected the instruments you used to assess your families? Is there any research on the instruments you are using? If so, you may want to present what the research says on these instruments. Are there any standardized instruments that will yield the same results? What are the limitations of these instruments? In this section, ensure that you are familiar with each of the instruments and provide your reader with how these instruments are used and under which circumstances (if any). Are the instruments culturally biased?
3. **Describe your results from your assessment instruments:** What are the strengths and needs of your families and children? Were the instruments

successful in determining the needs of your families? If they were or were not, explain why? What may you consider doing differently? Were the instruments able to help you determine insight on your families? Why or why not?

4. **Describe your proposed tasks, based on the information gathered on the assessment instruments:** Looking at research data (peer reviewed articles), what would you recommend to your family in terms of best practice? You may want to cite at least 1 article per strategy to support your recommendations. Can these strategies be carried out in 12 months or less? How would you assess compliance and insight after completion of the tasks? Provide target completion dates of services for each task provided. What agencies would you recommend to provide these services for your family? Are these agencies in the community of your client? At what times are these services being provided? Are the service agencies flexible enough to provide an opportunity for parents to go to work and would not interfere with their abilities to be or become self-sufficient as services are offered? Identify barriers for families to completing their case plan (i.e.: adequate housing, employment, etc.). What suggestions do you have in overcoming these potential difficulties in your case plan? Be specific and you may want to cite articles to support your ideas.
5. **Concurrent Case Planning:** Discuss concurrent case planning with this family. What would you recommend in case of non-compliance or difficult clients? At what point in your case plan, would you recommend termination of parental rights? What evidence would you need to prove “clear and convincing evidence” and “manifest best interest” for termination of parental rights? What would be alternative permanent placement for the children? Is there a family member that would be interesting in adopting? How about the current caretaker. Discuss the pros and the cons of adoption with a relative and/or non-relative. You may want to cite a few articles regarding concurrent case planning. Be sure to include the strengths and needs of concurrent case planning.
6. **Reflections and Conclusion:** In this section you will describe what you learned from this experience. What are the strengths and needs you discovered regarding case planning and assessment procedures in your agency during this assignment? Would you recommend anything differently in the process you used during this assignment? Provide an explanation as to what you could change to help the families you are currently providing services to from a systemic approach? What are your thoughts regarding the Adoption and Safe Families Act in terms of assessment and case planning? Finally, how would you use the information you have learned to improve the service delivery of your agency to clients?

Assignment # 3: Developing of an Assessment Tool (Due Date: Week #9) 30% of total grade

This survey WILL NOT be given out to clients, agencies, or any target audience. They are for your learning only to provide you with an opportunity to develop a reliable instrument and experience effective ways to word statements for the collection of valid data.

First, you will develop a 10-question survey that you will use to gather information either from a community agency or your families to assess whether or not the families are completing tasks, barriers to completing tasks and client insight. Choose what you would like to assess (whether from families or from an agency). Be specific and limit it to no more than two or three tasks. For instance, you may want to assess parenting skills and substance abuse. Choose your target audience for this survey (age, years of experience, agency or family). Depending on your target audience, you will want to ensure that the questions are worded accordingly. Therefore, the questions that you ask would assess how the client is doing in each of these two areas. ***You will submit your proposed survey to your professor for approval, before completing this assignment by Week 5.***

Write a minimum of ten (10) page paper reflecting on your survey. Just like your previous assignments, ensure that you follow APA guidelines. Your paper should contain the following sections:

1. **Introduce your community agency:** Where do you work? What is the majority of the ethnic backgrounds of clients you work with? What is the socio-economic status of the majority of your clients? You may want to pull agency financial reports and/or other statistical information from your agency to provide you with this information. Provide us with a “snap-shot” of your target audience.
2. **Describe your survey in detail:** What information is your survey designed to collect? What would you use if you were going to implement that survey in the future to collect this information? Did you follow the same procedure for data collection from subject to subject? How much time will it take to complete your survey? Be specific regarding your sample (demographical information, socio-economic status, level of education, housing, etc.). Did you take into account culture sensitivity in the way you developed your questions? Justify why or why not. Cite research (peer-reviewed) articles as to the relevance of the information you are trying to collect in your survey. Why did you select a particular type of survey (Likert Scale, etc.)?
3. **Limitations:** What were some of the limitations of your survey? What would you recommend in the future as possible steps to overcome these limitations? Where the questions clear? What are the advantages to the method that you chose when you developed your instrument (Likert Scale, etc.)? What were the disadvantages?
4. **Reflections and Implications:** What did you learn during this exercise? Did this survey serve its purpose or would you consider it a duplication of what your agency already has? What are your suggestions in terms of making assessments in your agency more client-centered? What do you propose should change in the way your families are evaluated and how would you incorporate your own suggestions into your daily casework practice?

Ensure that your survey is attached to your paper. Label your survey in an appendix, according to APA style guidelines. Ensure that you cited references accordingly.

Assignment # 4: PowerPoint Presentation (Due Date: To Be Announced) 10% of total grade

Sign up for either Week 7, 8 or 9

The topic of assessment is a vast subject and there may be topics that are of a particular interest to you that will not be covered in class. This assignment will provide you with an opportunity to talk about a topic that you are particularly interested in. By Week 4, you will sign up to present on your topic. We will hear three to four presentations each week. You will design a PowerPoint Presentation. You will have 15 minutes to show your presentation to the class. This presentation should be interactive between you and your audience and should allow time for a question & answer period.

Choose a topic in Child Welfare to provide the class more information. We have posted some topics that you may choose, but remember, the list is endless and you are free to choose your own topic with your partner.

1. Child Welfare Advocacy
2. Removal and Placement Issues
3. Emotional and Behavioral Disturbances in Abused/Neglected Children
4. Compulsive Assessment Practices
5. Adoption Safe and Families Act in relation to services to Abused/Neglected Children.
6. Native American Law and Ethical Issues for Investigation and Services
7. Risk Assessments and Reunification
8. State Law and Assessments
9. Funding: Temporary Aid to Needy Families (TANF) and the services state agencies provide to children. What are the requirements? How does it work?
10. Cultural Diversity and holistic assessments of families
11. Agency Police/Practice
12. Court procedures or practice: How does this impact assessment and case planning.

Present your topic to the class. Choose a topic that you feel comfortable discussing. Ensure that you make copies of your PowerPoint Presentation for the class and that you provide copies of any sources that you feel will enhance your presentation or are worthy of your classmates having as a resource.

GRADING CRITERIA

Course Assignments and their percentage of the final grade.

Grades will be based on the successful completion and submission of the following course requirements:

Assignment # 1: **20 %**

Assignment # 2: **30 %**

Assignment # 3: **30 %**

Assignment # 4: **10 %**

Participation and contribution to chats including demonstration of weekly reading assignment completion: **10%**

100%

Grades will be assigned according to the following grading scale:

A	90 – 100 = 4.0
B	80 – 89 = 3.0
C	70 – 79 = 2.0
F	Below 2.0
I	Incomplete

SUGGESTED REFERENCES:

Dane, B. (2000) Child welfare workers: an innovative approach for interacting with secondary trauma. *Journal of Social Work Education*, 36(1) 27-38.

Edelstein, S. ., Burge, D., and Waterman, J. (2002). Older children in Pre-Adoptive Homes: Issues before Termination of Parental Rights. *Child Welfare*, 81(2), 101-121.

Fantuzzo, J., et. al. (2003). *Forging Strategic Partnerships to Advance Mental Health Science and Practice for Vulnerable Children. The School Psychology Review*, 32 (1)17-37.

Halverson, K., Puig, M.E., Byers, S.R. (2002). Culture Loss: American Indian Family Disruption, Urbanization, and the Indian Child Welfare Act. *Child Welfare*, 81(2) 319-336.

Kemp, S. P. & Bodonyi, J. M. (2002). Beyond Termination: Length of Stay and Predictors of Permanency for Legally Free Children. *Child Welfare*, 81(1) 58-86.

Spath, R. (2003). Child Protection Professionals Identifying Domestic Violence Indicators: Implications for Social Work Education. *Journal of Social Work Education* 39(3) 497-518.

ADMINISTRATIVE POLICIES

Individual Student Responsibilities: Each student is accountable for both individual assignments (readings, papers, and final exam) and a significant contribution to group

activities (discussion leader and bulletin board postings). A student demonstrates accountability by completing all individual assignments in a timely manner and by attending and participating in all group activities. It is expected that students will perform professionally in preparing work for this class and maintain high standards of honesty and ethical behavior, per Nova Southeastern University and the Criminal Justice Institute policies and guidelines.

Faculty Responsibilities: The faculty is responsible for establishing a learning environment that encourages mutual trust and support to include theoretical content, synthesizing information, and encouraging students to apply the content of their learning to their workplace settings. The faculty guides, monitors, and evaluates the student's progress and is available for consultation and feedback.

Academic Honesty: All individual assignments must represent the student's original and independent work; therefore, academic dishonesty of any kind will not be tolerated. This includes claiming another student's work as one's own, using published work without proper citations, and collaborating on exams or term papers. Academic dishonesty will be subject to the full extent of Nova Southeastern University disciplinary procedures.

Late Assignments: Late assignments (missed deadlines for the final exam, term paper, discussion leader, and bulletin board postings) will disrupt the learning process of others and it prevents the creation of effective dialogue between the student and the instructor regarding the development of student knowledge and skills throughout the course. Therefore:

- All missed final exam and term paper assignments must be made up, and emailed to the instructor, via WebCT email, by midnight on the day following the class when the assignment was originally due. Final exam and term paper points will be reduced by 20% for each day they are late.
- All missed weekly bulletin board assignments must be posted by midnight on the day following the class when the assignment was originally due. All missed assignments will be reduced by one (1) point for each day of missed general participation (up to a maximum of 40 points), and five (5) points for each day of missed Discussion Leader facilitation (up to a maximum of 10 points).

Attendance and Participation: Regular attendance and participation in discussion leader and bulletin board activities are required for two reasons: 1) attendance and participation assist in identifying and absorbing nuances inherent in the readings and lectures, which will be ultimately assessed in the final exam, term paper, discussion leader, and bulletin board assignments; and 2) the quality of the class is contingent upon a student's ability to build on previous deliberations and analyses.

Incomplete Grades: It should be noted that students do not have a right to an incomplete grade; thus, incomplete grades will be granted only in cases of extreme hardship or emergency situations.