



## **SWRK 732** **Integrative Seminar in Child Welfare**

Spring 2019  
Thursday 4:00PM-6:30PM  
Caster #A17

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### **COURSE DESCRIPTION**

This integrative seminar will combine direct/micro and macro levels of child welfare practice; apply a critical lens to gathering and critiquing research evidence to inform child welfare practice and policy; and offer students an inter-disciplinary lens with which to engage in effective practice with children and youth who have been maltreated and exposed to other forms and types of trauma. Guest speakers from different disciplines (e.g., law, social work, medicine, social policy, health/mental professions) from across Penn and CHOP will highlight how they intervene to ensure child safety, permanency, and/or well-being. The seminar will emphasize issues of social justice, disproportionality - particularly the over-representation of children and families of color in the child welfare system, and disadvantaged populations, including children in general and poor children in particular. Students will complete a small group Capstone project, demonstrating their ability to integrate macro and micro practice and service delivery. Students will also bear equal responsibility for reading seminar material, preparing papers to be presented before the group, and leading discussions. The seminar will provide students a rich opportunity to understand how policy shapes and reinforces practice decisions, and will bridge what they learn in the classroom with that of their field experience to become effective child welfare leaders and practitioners after graduation.

### **EDUCATIONAL OBJECTIVES**

The primary learning objectives for the students in the seminar are to: (1) achieve a clear understanding of the roles and responsibilities key professionals from different disciplines play in the context of serving children and families involved in the child welfare system, (2) learn how macro (social administration, community planning, policy practice) informs and shapes and micro (direct/clinical) child welfare practice and vice-versa, and (3) further develop cutting-edge skills to gain employment in a child welfare setting upon graduation.

### **COURSE READINGS**

1. Gelles, R. (2017). *Out Of Harm's Way: Creating An Effective Child Welfare System*. New York: Oxford University Press.
2. McEwan, I. (2014). *The Children Act*. New York: Random House.
3. Required Articles & Other Readings

All articles and other readings, like reports, are posted to the course website on CANVAS:

<http://upenn.instructure.com>

### **COURSE EXPECTATIONS**

1. Read all readings before class.
2. Attend class & actively participate.
3. Complete all written assignments & submit them via CANVAS on time.
4. Develop a response paper & facilitate a class discussion.
5. Make one group presentation.



## WRITTEN ASSIGNMENTS & PRESENTATIONS

1. Response papers and facilitation of class discussion (10%) –Due date is variable, depending on week students are assigned to facilitate discussion.
2. Capstone Group Project Proposal (includes Introduction, Methods, Potential Implications; 20%) – Due 3/21/19 by 4pm
3. Capstone Group Research Paper (includes Introduction, Methods, Results, Discussion; 50%) - Due 4/30/19 by 4pm
4. Capstone Group Presentation (10%) – Due 4/25/19
5. Class Participation (10%)

## GRADING POLICY

Grades on assignments are based on the completeness, timeliness, use of the literature and quality of the work. Students are expected to integrate the reading and their conceptual and theoretical frameworks into the assignments. Additional research beyond the required reading may be required depending on the assignment. The final grade reflects the extent to which each student has met the objectives of the course and mastered the knowledge and skills of child welfare practice as demonstrated in the assignments and classroom participation.

### Grading Scale for This Seminar:

95-100 = A	73-76 = C
90-94 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	

## ATTENDANCE

This class meets once/week. Classroom learning is a fundamental component of your professional education. Attendance is therefore expected and will be considered in the determination of overall achievement of class learning objectives. In the event that you are sick or cannot attend class for another reason, you must notify both instructors as soon as possible. Excessive absenteeism (i.e., missing more than two classes) is considered a serious problem that the instructors will handle by meeting with the student and determining whether the student's educational adviser should be notified. Excessive absenteeism, which is defined as more than 2 absences (*excused or unexcused*), can result in course failure.

## LATE ASSIGNMENTS

Late assignments are ***strongly discouraged***. In case of a dire, life-threatening emergency, a late assignment may be accepted *at the discretion of the instructors*. If permission for late submission is *not granted before breaking a deadline*, the grade will be reduced 10%, and another 10% reduction will occur each day (including weekends) that the assignment is late, starting with the day following the original due date. Please note that technical difficulties are not an acceptable excuse for turning in an assignment late.

## REFERENCES & WRITING

All written work must be submitted double-spaced. All written work must conform to APA style, 6<sup>th</sup> edition, and use Times New Roman or Arial in 12 point with 1" margins. All assignments are to be submitted via



CANVAS.

APA style, 6<sup>th</sup> edition should be used for references and writing. The best reference is the *Publication Manual of the American Psychological Association, Sixth Edition (2010)*. The following web sites provide additional information:

<http://www.apastyle.org/apa-style-help.aspx>

<http://owl.english.purdue.edu/owl/resource/560/02/> (see links on the menu on the left)

[http://ssw.unc.edu/files/web/pdf/APA\\_Quick\\_Reference\\_Guide.pdf](http://ssw.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf)

### **STATEMENT ON ACADEMIC INTEGRITY**

Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code, which can be found at

<http://www.upenn.edu/academicintegrity/>.

### **ELECTRONIC COMMUNICATION**

This course uses Canvas (<http://upenn.instructure.com>). Please check this website frequently as all announcements, assignments, lecture notes, additional readings, etc. will be posted here. In addition to Canvas, primary means of communication outside of regular class hours is via email. It is important that you check your Penn email account regularly. If you do not use your Penn email address as your primary account, please arrange to have Penn email forwarded to your preferred account. We respond to most messages within 24-48 hours Monday-Friday. If there is an urgent situation that requires immediate attention, please include the word "URGENT" in the subject of your email.

### **ELECTRONIC DEVICES**

Please set your cell phones to silent/vibrate. If you must respond to your cell phone, please do so in a way that minimizes class disruption, such as leaving the room quietly. *Do not text during class*. Use of laptops is permitted as a tool for legitimate note taking, small group activities, and in-class assignments or as an approved accommodation for students with disabilities.

## Course Outline & Readings

**1: 1/17/19:** NO CLASS (Drs. Garcia & Greeson out of town at SSWR Conference)

**2: 1/24/19:** Introduction (Antonio Garcia & Johanna Greeson)

**3: 1/31/19:** Perspectives from the Dependency Bench (The Honorable Flora Barth Wolf)

Reading:

- McEwan, I. (2014). *The Children Act*. New York: Random House.

**4: 2/7/19:** The Laws of Child Advocacy (Kara Finck)

Reading:

- “When should a child be taken from his parents?” by Larissa MacFarquhar, *The New Yorker* (8/4/17)  
<https://www.newyorker.com/magazine/2017/08/07/when-should-a-child-be-taken-from-his-parents>

**5: 2/14/19:** Building Capacity in Schools to Promote Individual & Institutional Wellbeing (Caroline Watts)

Reading:

- Watts, C.L., & Buckner, J.C. (2007). Children’s hospital neighborhood partnerships: A model for service delivery and systems change through school-community-university collaboration. *The Community Psychologist*, 40(3), 26-29.

**6: 2/21/19:** Youth Aging Out of Foster Care (Johanna Greeson)

\*\*Listen to the following podcast before class: How Can We Help Former Foster Youth Succeed? Ask Them – <http://www.aecf.org/podcast/how-can-we-help-former-foster-youth-succeed-ask-them/>

Reading:

- Greeson, J.K.P. (2013). The transition to adulthood: The theoretical & conceptual basis for natural mentoring. *Emerging Adulthood*, 1(1), 40-51.
- Greeson, J.K.P., Garcia, A.R., Kim, M., & Courtney, M.E. (2014). Foster youth & social support: The first RCT of independent living services. *Research on Social Work Practice* (Online First), 1-9.
- Courtney, M.E., Dworsky, A., Brown, A., Cary, C., Love, K., & Vorhies, V. (2011). *Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 26*. Chicago: Chapin Hall Center for Children at the University of Chicago.

**7: 2/28/19:** Impact of Child Maltreatment on Child Development (Phil Scribano)

Reading:

- Lindberg, D.M., Wood, J.N., Campbell, K.A., Scribano, P.V., Laskey, A., Leventhal, J.M., ... & Runyan, D.K. (2017). Research priorities for a multi-center child abuse pediatrics network– CAPNET. *Child Abuse & Neglect*, 65, 152-157.
- Scribano, P.V. (2010). Prevention strategies in child maltreatment. *Current Opinion in Pediatrics*, 22(5), 616-620.
- Scribano, P.V. (2015). Charting the course of improved health for children in foster care. *Current Problems in Pediatric and Adolescent Health Care*, 45(10), 282-285.

**8: 3/7/19:** NO CLASS – SPRING BREAK

**9: 3/14/19:** The Intersection of U.S. Prison & Foster Care (Dorothy Roberts)

Reading:

- Dworsky, A., Harden, A., & Goerge, R. (2011). The relationship between maternal incarceration and foster care placement. *Open Family Studies Journal*, 4(2), 117-121.
- Roberts, D.E. (2012). Prison, foster care, & the systemic punishment of black mothers. 59 *UCLA L. Rev.* 1474-1500.

**10: 3/21/19:** Out of Harm's Way: Creating an Effective Child Welfare System (Richard Gelles)

Reading:

- *Out of Harm's Way: Creating an Effective Child Welfare System*

**11: 3/28/19:** The Medical Diagnosis of Child Abuse (Cindy Christian)

Reading:

- Christian, C.W. & The Committee on Child Abuse and Neglect. (2015). The evaluation of suspected child physical abuse. *Pediatrics*, 135, e1337-1354.
- Thorpe, E.L., Zuckerbraun, N.S., Wolford, J.E., & Berger, R.P. (2014). Missed opportunities to diagnose child physical abuse. *Pediatric Emergency Care*, 30(11), 771-776.

**12: 4/4/19:** Parenting, Context, and Racism in Child Welfare: Implications for Addressing Inequality (Antonio Garcia)

Reading:

- Goldberg, M. "Has Child Protective Services Gone Too Far?" *The Nation* 30 Sept. 2015.
- Landers, A.L., & Danes, S.M. (2016). Forgotten children: A critical review of the reunification of American Indian children in the child welfare system. *Children and Youth Services Review*, 71, 137-147.
- DeNard, C., Garcia, A.R., & Circo, E. (*in press*). A discursive analysis: Caseworker perspectives on mental health disparities among racial/ethnic minority youth in child welfare. *Journal of Social Service Research*.

**13: 4/10/19 – 4/11/19:** Pennsylvania Council of Children, Youth and Family Services (PCCYFS) Annual Spring Conference; Sheraton Harrisburg-Hershey Hotel – [http://www.pccyfs.org/Spring\\_Conf.html](http://www.pccyfs.org/Spring_Conf.html)

**14: 4/18/19:** Interdisciplinary Perspectives on the Investigation of Child Abuse (Debra Schilling Wolfe)

Reading:

- Cross, T.P., Jones, L.M., Walsh, W.A., Simone, M., & Kolko, D. (2007). Child forensic interviewing in Children's Advocacy Centers: Empirical data on a practice model. *Child Abuse & Neglect*, 31(10), 1031–1052.
- National Children's Alliance Standards for Accredited Members (Revised 2011). Retrieved 11/30/15 from [http://www.nationalchildrensalliance.org/sites/default/files/download-files/NCARevisedStandardsforMembers\\_0.pdf](http://www.nationalchildrensalliance.org/sites/default/files/download-files/NCARevisedStandardsforMembers_0.pdf)

**15: 4/25/19:** Group Presentations

**16:** End of Semester Mixer & Celebration with CW2 Alumni – TBD

## ASSIGNMENTS

***Response Papers and Facilitation of Class Discussion (10%)***

DUE: Variable, depending upon the week students' are assigned to facilitate discussion

To facilitate a collaborative learning environment, students will prepare a "response" paper to the assigned readings for a given week, and be ready to facilitate discussion in class following the presentation of the guest lecturer. The "response" paper is NOT a summary, but rather an *integration* of the readings and a reaction to them. The papers then help form the basis of class discussion following the guest lecture. Papers are due to the instructors, classmates, and the guest lecturer via Canvas by 4pm the day BEFORE class (i.e., Wednesday) so that everyone has time to read them prior to class.

Week	Students Assigned
3	None
4	None
5	Holly
6	Nehal
7	Teresa
9	Alexis
10	Megan
11	None
12	Ashley
14	Alyse

***Capstone Group Project Proposal (20%) and Group Research Paper (50%)***

GROUP PROPOSAL DUE: 3/21/19 by 4PM

GROUP RESEARCH PAPER DUE: 4/30/19 by 4PM

Small groups inclusive of two to three students will complete a Capstone group project. Students will select a substantive child welfare topic (e.g., substance abuse, disability, education, homelessness, incarceration, interpersonal violence, disparities, mental health, health/medicine, law, pediatric child welfare, etc.) AND focus on a specific population of individuals involved in the child welfare system (e.g., infants, children, teens, aging-out population or former foster youth, parents). Students are required to bridge what they have learned in their CW2 coursework throughout the year, their field experience, and primary data collection to generate evidence-informed practice, policy, and research recommendations that will advance the field. Additional guidelines and details will be provided.

***Capstone Group Presentation (10%)***

DUE: 4/25/19

As a group, present results of the Capstone Research Project, and discuss implications for practice, research, and policy. Students must articulate evidence-informed strategies for advancing the field during the presentation. Additional guidelines and details will be provided.

## ABOUT OUR GUEST LECTURERS

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**Cindy Christian, MD**, Pediatrician, Professor of Pediatrics, Perelman School of Medicine, University of Pennsylvania, The Children's Hospital of Philadelphia Chair in the Prevention of Child Abuse and Neglect; Dr. Christian devotes much of her clinical and academic work to the care of abused children. Her work as a member of many institutional, city, state and national committees and task forces has done much to improve society's response to child abuse and neglect. She has published and lectured widely on a variety of topics, notably abusive head trauma, biomechanics of injury, bone fractures, sexual abuse and poisoning, and has also made significant additions to the knowledge base of child maltreatment prevention.

**Kara Finck, JD**, Practice Associate Professor, School of Law, University of Pennsylvania; Ms. Finck directs the Interdisciplinary Child Advocacy Clinic, focusing on the legal needs of children and families. Students enrolled in the clinic engage in direct legal representation, while also working on systemic reform projects in the areas of child welfare and Family Court. Before coming to Penn Law, Ms. Finck was the Managing Attorney of the Family Defense Practice at The Bronx Defenders, where she created a groundbreaking interdisciplinary legal practice for parents involved in the child welfare system.

**Richard Gelles, PhD**, Joanne and Raymond Welsh Chair of Child Welfare and Family Violence, School of Social Policy & Practice, University of Pennsylvania; Dr. Gelles' book, *The Violent Home* was the first systematic empirical investigation of family violence and continues to be highly influential. He is the author or coauthor of 26 books and more than 200 articles and chapters on family violence. His latest books are *The Third Lie: Why Government Programs Don't Work and a Blueprint for Change* (Left Coast Press, 2011), and *Out of Harm's Way: Creating an Effective Child Welfare System* (Oxford University Press, 2017). Gelles has presented innumerable lectures to policy-making groups and media groups, including THE TODAY SHOW, CBS MORNING NEWS, GOOD MORNING AMERICA, THE OPRAH WINFREY SHOW, DATELINE, and ALL THINGS CONSIDERED. In 1984, ESQUIRE named him as one of the people "changing America."

**Dorothy Roberts, JD**, George A. Weiss University Professor of Law and Sociology and the Raymond Pace and Sadie Tanner Mossell Alexander Professor of Civil Rights, University of Pennsylvania; Professor Roberts is an acclaimed scholar of race, gender and the law, joined the University of Pennsylvania as its 14<sup>th</sup> Penn Integrates Knowledge Professor with joint appointments in the Departments of Africana Studies and Sociology and the Law School where she holds the inaugural Raymond Pace and Sadie Tanner Mossell Alexander chair. She is also founding director of the Penn Program on Race, Science & Society in the Center for Africana Studies. Her path breaking work in law and public policy focuses on urgent contemporary issues in health, social justice, and bioethics, especially as they impact the lives of women, children and African-Americans. Her major books include *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century* (New Press, 2011); *Shattered Bonds: The Color of Child Welfare* (Basic Books, 2002), and *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (Pantheon, 1997). She is the author of more than 100 scholarly articles and book chapters, as well as a co-editor of six books on such topics as constitutional law and women and the law.

**Philip Scribano, DO, MSCE**, Director, Safe Place: Center for Child Protection & Health, Children's Hospital of Philadelphia, Professor of Clinical Pediatrics, Perelman School of Medicine, University of Pennsylvania; Dr. Scribano focuses his scholarly activity in the areas of child maltreatment assessment and prevention, psychosocial aspects of child maltreatment, and interventions to address intimate partner violence.



**The Honorable Flora Barth Wolf, JD**, Philadelphia County Common Pleas Court Judge (retired).

**Debra Schilling Wolfe, MEd**, Founding Executive Director, The Field Center for Children’s Policy, Practice & Research, University of Pennsylvania; Ms. Wolfe has held leadership roles in the child welfare arena for over 30 years and has directed numerous innovative child welfare programs, including the Crisis Nursery at the New York Foundling Hospital and Boston City Hospital’s Sexual Abuse Team. A former Director of Child Welfare Services for Catholic Social Services in Michigan, her extensive clinical background includes child and family therapy and clinical supervision specifically with child abuse and domestic violence cases.

**Caroline Watts, EdD, Senior Lecturer & Director of School and Community Engagement, Human Development and Quantitative Methods Division, Graduate School of Education, University of Pennsylvania**; Dr. Watts works to facilitate and support partnerships with schools and communities in order to improve the educational outcomes and overall wellbeing of children and youth in Philadelphia. As a psychologist, program administrator, practicing child therapist and university educator, she has devoted her career to developing healthy educational environments for children and youth. She has focused on building capacity in mental health and educational systems to serve the complex needs of urban children, youth, and families through creating innovative institutional partnerships among schools, universities, and community health organizations.