

COURSE TITLE:	Integrative Seminar in Child Welfare
DIVISION NUMBER:	790
COURSE NUMBER:	739
CREDIT HOURS:	3
PREREQUISITES:	Children & Youth Concentration or instructor's permission
LOCATION:	Elective SWPS Course

1. Course Description:

This integrative seminar will integrate micro and macro levels of practice; research in child welfare and related fields, as the research relates to all levels of practice; the relationship of child maltreatment and other social problems; and perspectives from several disciplines, specifically social work, other mental health professions, law, and medicine, as these disciplines address problems of child maltreatment and child welfare. The seminar will highlight 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.

2. Course Content:

This advanced level, integrative seminar is intended to be taken by students in their third or final term of masters level study and by advanced standing students. The purpose of this course is to integrate content related to child maltreatment and child welfare along several dimensions. The first dimension is practice level from direct practice, community, agency, and policy perspectives. The second dimension is research that describes the characteristics of child welfare and related populations, the prevalence and incidence of different types of child maltreatment, including risk and protective factors, analogue and population studies related to memory of maltreatment, studies of characteristics of high risk populations, and outcomes of interventions in child welfare. The third dimension is the relationship between child maltreatment and other problems, such as poverty and disadvantage, mental illness, substance abuse, and domestic violence. The fourth dimension involves the integration of child welfare and content from other professional perspectives, especially medicine, psychology, and law.

The course covers select topics in child welfare that are of notable currency and controversy and that allow for the integration across these four dimensions. Particular emphasis is placed on topics that reflect issues of oppression and social justice, disadvantage, and disproportionality. Examples of topics include: 1) memory and trauma, 2) abuse allegations, divorce, and child custody, 3) the needs of children in substitute care, 4) predatory behavior by clergy, 5) poverty and child neglect, 6) legal issues, such as legal liability, the use of the courts to effect safety for the child, termination of parental rights, and testifying in court, 7) the needs of Native American children and families, 8) the incarceration of juvenile offenders, 9) the problem of the over-representation of

children of color in the child welfare system, 10) the transition to adulthood for vulnerable populations and 11) the incompatibility of the needs of children and parents when parents have mental illness or substance abuse problems.

3. Competencies:

Upon completion of the course, students will be able to:

1. Understand the relationship of becoming a client in the child welfare system to poverty, racism, disadvantage, and discrimination.
2. Use this understanding in a critical analysis of a spectrum of interventions used with children and families.
3. Conceptualize and describe issues and interventions in child welfare problems from direct practice, community, administrative, and policy perspectives.
4. Demonstrate knowledge about research findings, as they relate to a range of child maltreatment and child welfare issues, policies, and programs.
5. Demonstrate knowledge about the relationship of child maltreatment and child welfare to other social problems.
6. Demonstrate knowledge about substantive material from other professional disciplines, such as law and medicine as they are related to child maltreatment and child welfare.

4. Course Design:

This course will make use of lectures, discussion, small group exercises, student presentations, and media, especially videos about the issues covered in this course. Guest speakers from relevant disciplines and experts in issues addressed in the course will be employed. Students will be required to demonstrate specialized knowledge related to child welfare issues of their choice, which they will explore by means of critical reviews, literature reviews, visits to relevant programs, and direct contact with impacted individuals.

5. Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity* will be addressed by examining how age, class, culture, ethnicity, race, religion, physical and mental ability, sexual orientation, national origin, and gender impact on the conceptualization of child welfare issues, the design of child welfare policy, the development of services, and the delivery of child welfare interventions.
- *Social Justice and Social Change* will be addressed by teaching students that children are at a fundamental disadvantage in systems that are controlled by adults. The child welfare system is not necessarily designed to first address the needs of clients, but may be constructed to be convenient for professionals. Although the stated goal of the child welfare system is to assure the well-being of children, in many respects, it is an institution of social control. In addition,

students will learn that economically disadvantaged children and families and children and families of color are differentially responded to by the child welfare system. Students will gain a critical awareness of these issues, and thus, become more informed practitioners of child welfare social work.

- *Promotion, Prevention, Treatment, and Rehabilitation.* This seminar will foster exploration of the full spectrum of child welfare interventions, through consideration of both micro and macro interventions and the relationship of child welfare to other problems. This will include a focus on how intervention into related social problems, such as child-related health care and income maintenance, can promote child well-being and child welfare. This course will also emphasize how addressing parental problems, such as domestic violence, can prevent child maltreatment.
- *Behavioral and Social Science Research* related to child welfare will be central to the material taught in this course. This includes research that describes the characteristics of child welfare and related populations, the prevalence and incidence of different types of child maltreatment, including risk and protective factors, analogue and population studies related to memory of maltreatment, studies of characteristics of high risk populations, and outcomes of intervention research.

6. Relationship of the Course to Social Work Ethics and Values:

Issues related to social work values and ethics will be an inherent part of this course. For example, reporting requirements for child maltreatment raise many ethical issues that apply to social workers and other professionals who work with children. In addition, social workers must collaborate with professionals with different ethics and standards of practice than their own, for example lawyers and psychologists. Students will analyze these ethical dilemmas, as well as the ethical issues involved in the relationship of child welfare to other social problems, for example poverty.

Syllabus

SW739: Integrative Seminar in Child Welfare; Fall 2015

Meeting time and place: Thurs. 6:00-9:00; B698 SSWB

Instructor: Mary Ortega, MSW, LMSW, ACSW, LEO II

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Telephone number: (734) 998-9703

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Office hours: Thursdays 5-6 pm at 3823 SSWB

Or by appointment

Course description:

This is an advanced integrative seminar open to social work graduate students in their third and fourth terms, to Social Work Advanced Standing students, and to graduate students from other disciplines with permission from the instructor. It integrates direct practice material with material relevant to policy and planning. It also integrates material from across disciplines, incorporating information from law, medicine, mental health, and public health. The relationship of child welfare and maltreatment to other social problems, for example racial discrimination, family violence, substance abuse, and poverty, will be covered in this course. Finally the course integrates findings from research with practice knowledge. The course places particular emphasis on issues of social justice in child welfare.

Select topics, chosen because they are of particular relevance to practice and policy related to child welfare, will be covered.

Course requirements:

1. Attend class. To benefit from this course, students must be there. This is not a class in which the content can be learned merely by doing the reading. A sign in sheet will be passed out each class. Unexcused absences will affect your grade.

2. Do the reading. All or almost all of the readings, relevant weblinks, and the syllabus are available on the Canvas website. All students who register for the class will automatically have access to the SW739 Section 001 Fall, 2015 website. To access readings, click on Files. Each session's reading assignments are in a separate folder, which is marked by session number.

The reading requirements are manageable. Students are expected to do the reading before each class. Students should anticipate being asked to respond to questions and elaborate on the readings as part of their class participation. Copies of the Powerpoint slides for most class sessions will be available to students at the beginning of each class session.

3. Participate in class discussion. This is a course for advanced students who will have something to contribute to the discourse about these very important issues. Thus, an expectation is that students will participate in class discussions.

4. Turn in 2 critical reviews of substantive topics covered in the course. Usually one class session is devoted to each topic. These critical reviews should be approximately five pages in length, double-spaced. They should include the readings, the class material, and some material beyond the readings and class presentations (e.g., additional readings, information from websites, experiences and insights from field placements). Critical reviews should be reflective and integrative. Their goal is to foster critical consideration of the topic, and not be a reflection about whether you liked the session or topic. You do not need to agree with the instructor or guest presenter. Topics to be addressed in the critical reviews include: 1. The micro and macro issues relevant to the topic (continuum of levels of potential intervention; direct practice, management & programs, policies, laws, and any global implications), 2. Research and practice integration as it relates to the topic—that is, how does the research related to policy and practice? 3. Interdisciplinary considerations related to the topic (e.g., are there legal, medical, mental health, education, etc., issues that are relevant?), 4. Social justice issues related to the topic, and 5, Other relevant issues related to the topic. Critical reviews can be turned in by email, via Canvas or in hard copy. Students are responsible for selecting their topics and turning in critical reviews within three weeks of the time the topic is covered in class. Please note the dates on the Syllabus when the critical reviews are due.

5. Turn in one reflection paper (3-5 pages) based on your attendance at a talk, lecture, conference, professional gathering. Examples: Michigan Statewide Conference on Child Abuse and Neglect, Nov. 2 and 3, 2015 or the Fauri Memorial Mini-conference, Oct. 30, 2015, 9am-4pm. This reflection should include a brief description of the event, what motivated you to attend, how this event impacted you and reasons you would or would not recommend this event to your social work colleagues. This can be turned in at any time during the semester.

6. Complete a final project.

Select a topic in the **CHILD WELFARE FIELD** (i.e., not mental health) that both interests you and can serve as a basis for an artifact in a Seelio ePortfolio. Therefore this should be a project that will prepare you for your future work as a social worker or for additional education. The instructor is available to assist students in planning their projects. All topics should be cleared with the instructor. Students should turn in a paragraph or an outline describing their topic by the sixth week of class. These will be reviewed by the seventh week, and resources suggested if the instructor knows of any.

Projects should be **MULTIFACETED**. These projects should involve literature review (research and practice) as well as field exploration relevant to a chosen topic (e.g., contacts with professionals, agencies, & clients). In some instances, your field placement will generate opportunities for the field exploration component, but in other instances, you will choose a topic that requires you to contact other agencies, professionals, and client populations. Projects should involve a critical review of the topic and suggestions for improvement in service delivery/change (aside from more money).

Projects may also entail student-initiated research. In fact research projects are encouraged. (If you wish to publish the results of your research, you will need to allow time for IRB clearance). There may also be existing data sets you can make use of. If you have interest in conducting a research based final project, please meet with the instructor early in the semester.

Joint projects are encouraged, but limit the number of people involved to three because of logistical problems if too many people work on a project. If issues arise about variability in quantity or quality of contributions to joint projects, student should seek the advice of the instructor.

Each project should have an abstract, which will be shared with classmates. The written product should be approximately 15-20 pages double spaced, including references, with the last three pages being a reflection that could be included in a Seelio ePortfolio. Add about 10 pages for each additional member who is working on the project. The paper should conform to APA style re references and formatting. Students often ask how many references—probably about 20, but these can include interviews with professionals and clients and websites. Remember you will be graded on substantive content, organization, coherence, and syntax. This should be a project that is publishable.

Final projects that are provided electronically a week ahead of the deadline will be posted on the Canvas website for your colleagues to download.

The reflection section of the written product will be an **individual reflection**, even when the project is a joint one. Topics covered should include: 1) a description of the project, 2) your role on the project, if it was a joint project, 3) why the project is important to your education and/or career goals (this project should entail more than fulfilling course requirements), 4) tasks accomplished and skills gained by completing this project, 5) lessons learned from working on the project, 6) how the work on this project has enhanced your understanding of the social problem or topic you undertook to study, and 7) how this project will impact on your career. Think practically about how the final project will enhance your employability, future educational goals and ability to engage in practice or policy environments.

CANVAS:

The Integrative Seminar has a Canvas website. As a student enrolled in the course, you will automatically have access to the website of SW739 Sections 001, Fall 2015.

Almost all of the required reading is on this website. Students will be expected to download these materials from the web and read them. To access readings, click on Files. Each session's reading assignments are in a separate folder, which is marked by session number. The instructor will make available copies of materials not on the website. Students need both sets of required materials.

Seelio ePortfolios:

Students are encouraged, but not required to develop a Seelio ePortfolios which showcase their work not only completed for SW739, but for their entire MSW course of study. The Final Project for the course is designed so that it can be included in a Seelio ePortfolio

Disability Accommodation:

If you need an accommodation for a disability, contact me as soon as possible. It is possible that aspects of the course can be modified to facilitate your learning process. There are resources available to help us to meet your needs including Students with Disabilities, the Adaptive Technology Computing Site, etc. If you disclose a disability to the instructor that information will be treated as private and confidential.

Caveats:

THIS IS NOT A DIRECT PRACTICE COURSE. The practice course in the Child Welfare series is SW730. Rather it is an Integrative Seminar which incorporates practice, research, other disciplines, and other social welfare domains and will address selected critical issues related to child welfare. Some of the readings and case materials are relevant to direct practice.

At the beginning of each class session, powerpoint slides will be handed out to students. They will be printed three slides to a page to facilitate note-taking. **DO NOT EXPECT TO BE ABLE TO USE YOUR LAPTOP COMPUTERS IN THIS CLASS!** If you turn on your computer, you will be asked to turn your computer off. The reason for this restriction is because it is too tempting to do your email, go on the internet, etc. since the SSWB is networked.

ALL ASSIGNMENTS WILL BE GRADED FOR ORGANIZATION AND WRITING QUALITY AS WELL AS FOR SUBSTANTIVE CONTENT. The grading criteria for the School of Social Work are roughly as follows:

- A+=extraordinary work that could not be improved upon.
- A=exceptional, excellent work.
- B+=very good; the expected grade for good students who work hard.
- B=good.
- B-=not so good; marginal for graduate school performance.
- C+=below the standards of graduate school performance.

The requirements will count as follows for the student's grade: Critical reviews=10% each (Total 20%); Reflection paper=10%; Final project=40%; Doing the reading as reflected in class participation=20%; Final Reflection paper=10%.

Course topics:

First session: Sept. 17 -Integrative Seminar

Second session: Sept. 24 - Is the child welfare system broken?

Third session: Oct. 1 - Intersection of Child Welfare and Correctional Systems

Fourth session: Oct. 8 - Abuse by clergy & other high profile offenders

Fifth session: Oct. 15 - Children and Poverty

Sixth session: Oct. 22 - Child Abuse in Indian Country

Seventh session: Oct 29 - The Needs of Youth Aging Out of Substitute Care

Eighth session: Nov. 5 - Children of Color in Child Welfare

Ninth session: Nov. 12 - Child Commercial Sexual Exploitation and Child Welfare

Tenth session: Nov. 19 - Undocumented and Refugee Children and Youth

Eleventh session: Dec. 3 - Foster Parents

Twelfth session: Dec. 10 - Testifying in Court

Course outline:

First session: Sept. 17—Integrative Seminar

Course requirements

Child welfare in a social context

Why the focus on child abuse?

The child safety/family preservation pendulum swing in child welfare

Prevalence and incidence rates of child maltreatment

Is child maltreatment declining?

Child fatalities

Readings:

1. McGowan, Brenda. Historical evolution of child welfare—on the CTools website.
2. *Child maltreatment 2011*—linked to the website;
<http://www.acf.hhs.gov/programs/cb/pubs/cm11/index.htm>
3. Children' Defense Fund website—linked to the website;
<http://www.childrensdefense.org/child-research-data-publications/each-day-in-america.html>
Please also follow the links for American Indian children, Black children, and white children, to note the differences in well-being by race/culture.
4. Federal child welfare legislation—linked to the website;
<http://www.childwelfare.gov/pubs/otherpubs/majorfedlegis.cfm>

Students are not expected to have read and reviewed these materials before the first class. The McGowan chapter is a nice overview of the history of child welfare. The websites represent central sources of materials on child welfare. Become familiar with these websites. You can download documents from all three websites free of charge.

Videos: Orphan Trains

The Child Savers

A Life Changing Visitor: When Children's Services Knocks:

<https://vimeo.com/71127830>

Second session: Sept. 24— Is the child welfare system broken?

Child welfare workforce issues

Child welfare worker qualifications and training

Worker caseload size

Worker turnover

Unrealistic expectations of parents?

The public-private “partnership”

Children injured and killed when under the supervision or in the care of the child welfare system

What is needed to “fix” the system?
Class action lawsuits
Realistic job previews

Readings:

1. **DHS and Children's Rights reach out-of-court agreement**
Agreement improves services for vulnerable children.—
<http://www.childrensrights.org/reform-campaigns/legal-cases/michigan/>, linked to the CTools website
2. DWAYNE B., by his next friend, John Stempfle, v. Jennifer Grandholm et al. COMPLAINT.—On the CTools website.
3. DWAYNE B., by his next friend, John Stempfle, v. Jennifer Grandholm et al. MODIFIED SETTLEMENT AGREEMENT--on the CTools website
4. Federal Monitor’s <http://www.childrensrights.org/wp-content/uploads/2015/02/2014-09-24-FINAL-Dwayne-B-v-Snyder-MSA-Period-Five-Report.pdf>

Video: Realistic job previews (RJP): Is this the job for me? (Michigan)

Third session: Oct. 1 Intersection of Child Welfare and Correctional Systems—Prof. Joe Ryan

School to Prison Pipeline
Prevention and Intervention (evidence based)
Dually Involved (crossover) Youth
Disproportionate Minority Contact (DMC)
The Family Context and Juvenile Offending

Readings:

1. Farrington, D. (2011). Families and Crime (chapter 5). In Wilson, J.Q. (Eds) *Crime and Public Policy*. Oxford University Press
2. Center for Juvenile Justice Reform (2012) Addressing the Needs of Multi-System Youth: Strengthening the Connection between Child Welfare and Juvenile Justice. John D. and Catherine T. MacArthur Foundation
3. Henggeler, S. & Schoenwald, S. (2012) Evidence based interventions for juvenile offenders and juvenile justice policies that support them. Social Policy Report, 25. *Society for Research on Child Development*

Fourth session: Oct. 8 Abuse by clergy & other high profile offenders

(First critical review is due)

Research on clergy abuse
Vulnerability of religious (and other caring) institutions
History of religious institutions have handled allegations of abuse
Current practices—sexual abuse prevention

Impact on victims of abuse by clergy
Impact on families of abuse by clergy
Prevention—Virtus

Readings:

1. John Jay College of Criminal Justice Report
<http://www.usccb.org/issues-and-action/child-and-youth-protection/upload/The-Nature-and-Scope-of-Sexual-Abuse-of-Minors-by-Catholic-Priests-and-Deacons-in-the-United-States-1950-2002.pdf>
2. National Survivors' of Abuse by Clergy Network NSAC News
sheehan1777@aol.com [via nsacoalition.ccsend.com](http://nsacoalition.ccsend.com)
<http://reform-network.net/?m=2009077>
3. Goodstein, L., Zirilli, A., & the research staff of the NYT. (2003, Jan. 12). Trail of pain in church crisis leads to nearly every diocese. *New York Times*
<http://www.nytimes.com/2003/01/12/us/decades-of-damage-trail-of-pain-in-church-crisis-leads-to-nearly-every-diocese.html>
4. The Penn State Tragedy Highlights the Catholic Church's Failure —
<https://eruptionofhope.wordpress.com/2012/07/20/the-penn-state-tragedy-highlights-the-catholic-churchs-failure/>

Video: <http://www.pbs.org/wgbh/pages/frontline/the-silence/>
<http://www.cnn.com/2015/05/20/europe/uk-child-sex-abuse-figures/>
Bar-Lev, A. (2014). *Happy Valley*. [New York]: A&E Indie Films
Virtus video

Fifth session: Oct. 15 – Children and Poverty

Guest Lecturer: Leah Elliott, MSW, LMSW

Video: [God Bless the Child](#)

Readings:

1. Ozawa, M.N., Joo, M., Kim, J. (2004) Economic deprivation and child well-being: a state-by-state analysis. *Children and Youth Services Review*, 26, 75-801.
2. Loman, L.A., Siegel, G.L. (2012) Effects of anti-poverty services under the differential response approach to child welfare. *Children and Youth Services Review*, 34, 1659-1666.
3. Anthony, E.K., King, B., Autsin, M.J. (2011) Reducing child poverty by promoting child well-being: Identifying best practices in a time of great need. *Children and Youth Services Review*, 33, 1999-2009.

Sixth session: Oct. 22— Child abuse and Indian Country

Guest Speaker: Prof. Sandra Momper, SSW

History of assimilation of Indian children
Impact of Federal policies on Indian families
The Indian Child Welfare Act of 1978
The impact of the ICWA and promise of recent Federal legislation,
Fostering Connections, 2008.
The Baby Veronica case

Videotapes: The Indian Child Welfare Act
Boarding Schools

Readings:

1. National Indian Child Welfare Association's information on the Baby Veronica case <http://www.nicwa.org/babyveronica/>
2. Jack Trope & Adrian T. Smith The continued protection of Indian children and families after Adoptive Couple v. Baby Girl: What the case means and how to respond. *American Indian Law Journal* Volume II, Issue II – Spring 2014
3. *Native American Kids*
http://www.nicwa.org/research/05.Native_Amer_Kids.pdf
- read the Executive Summary
4. Indian Child Welfare Act of 1978—
http://www.nicwa.org/Indian_Child_Welfare_Act/

Seventh session: Oct. 29 – The needs of youth aging out of substitute care

(Outline/paragraph on Final Project due)

Research findings on youth who age out of child welfare
Programs and policies to support transition
 Foster Care Independence Act--1999
 Fostering Connections—2008
What is permanency?
What is family?
What are issues of race and ethnicity?

Readings

1. Courtney, Mark E.; & Dworsky, A. (2006). Early outcomes for young adults transitioning from out-of-home care in the USA. *Child & Family Social Work, 11* (3), pp. 209-219(11)—linked to the Ctools website
2. Jim Casey Foundation Youth in Transition initiatives—
<http://www.jimcaseyyouth.org/> linked to the CTools website
3. Briggs, E., Greeson, J., Layne, C, Fairbank, J., Knoverek, A. & Pynos. R. (2012) Trauma exposure, psychological functioning and treatment needs of youth in residential care. *Journal of child and adolescent trauma, 5*, 1-15.

Videos: Voices of young people who age out in foster care
Small group discussion

34th Annual Michigan Statewide Conference Child Abuse and Neglect: Prevention, Assessment & Treatment, November 2 & 3, 2015. You can attend this conference at a reduced student rate. All you have to do is let Martha Kerr [mailto:markerr@med.umich.edu], Coordinator of the UM Child Protection Team, know. Telephone number 763 0215; link to the Conference website: <http://www.canconferenceuofm.org/>

Eighth session: Nov 5 - Children of Color in the Child Welfare System

Disproportionality and disparities for children of color

Overrepresentation: African American and Native American children

Underrepresentation: Caucasian and Asian American children

Under the radar: Arab American children

Causes of disproportionality and disparities

Solutions?

Guest Lecturer: Robert M. Ortega, Professor

Readings:

1. Bartholet, E., Wulczyn, F., Barth, R.P., & Lederman, C. (2011). *Race and Child Welfare*. Chicago: Chapin Hall at the University of Chicago on the CTools website.
2. Fred Wulczyn & Bridgette Lery (2007). Racial Disparity in Foster Care Admissions. Chicago: Chapin Hall at the University of Chicago. On the CTools website
3. Detlaff, A., & Rycraft, J. (2008). Deconstructing Disproportionality: Views From Multiple Community Stakeholders. *Child Welfare*, 87 (2).37-58. On the CTools website
4. Cross, T. (2008). Disproportionality in Child Welfare. *Child Welfare*, 87. On the CTools website

Ninth session: Nov. 12 - Child Commercial Sexual Exploitation and Child Welfare

(Second critical review due)

Guest Lecturer: Orli Avi-Yonah, PhD, Human Trafficking Clinic, UM Law School

Readings:

1. Chase, E and Statham, J (20 Commercial and sexual exploitation of children and young people in the UK—a review. *Child Abuse Review*, Volume 14, Issue 1, pages 4–25, January/February 2005
2. Lillywhite, R. and Skidmore, P. (2006), Boys are not sexually exploited? A challenge to practitioners. *Child Abuse Rev.*, 15: 351–361. doi: 10.1002/car.952
3. Pearce, J. J. (2014), ‘What's Going On’ to Safeguard Children and Young People from Child Sexual Exploitation: A Review of Local Safeguarding Children Boards’ Work to Protect Children from Sexual Exploitation. *Child Abuse Rev.*, 23: 159–170. doi: 10.1002/car.2269

Tenth session: Nov. 19 – Undocumented and Refugee Children

Guest Lecturer: Esther Ayers, MSW, LLMSW

Readings:

1. Hess, J. M., Isakson, B., Githinji, A., Roche, N., Vadnais, K., Parker, D. P., & Goodkind, J. R. (2014). Reducing Mental Health Disparities Through

- Transformative Learning: A Social Change Model With Refugees and Students. *Psychological Services*, 11(3), 347–356.
<http://doi.org/10.1037/a0035334>
2. Goodkind, J. R., Hess, J. M., Isakson, B., LaNoue, M., Githinji, A., Roche, N., ... Parker, D. P. (2014). Reducing Refugee Mental Health Disparities: A Community-Based Intervention to Address Post-Migration Stressors With African Adults. *Psychological Services*, 11(3), 333–346. <http://doi.org/10.1037/a0035081>
 3. Morris, M. D., Popper, S. T., Rodwell, T. C., Brodine, S. K., & Brouwer, K. C. (2009). Healthcare Barriers of Refugees Post-resettlement. *Journal of Community Health*, 34(6), 529–538. <http://doi.org/10.1007/s10900-009-9175-3>
 4. WEINE, S. M. (2011). Developing Preventive Mental Health Interventions for Refugee Families in Resettlement. *Family Process*, 50(3), 410–430. <http://doi.org/10.1111/j.1545-5300.2011.01366.x>
 5. Cervantes, W., & Lincroft, Y. (2010). The Impact of immigration enforcement on child welfare. Retrieved from <http://www.firstfocus.net/sites/default/files/r.2010-4.7.cervantes.pdf>
 6. Chaudry, A., Capps, R., Perdoza, J.M., Castenaeda, R.M. Santos, R., & Scott, M.M. (2010). *Facing our future: Children in the aftermath of immigration enforcement*. Retrieved from http://www.urban.org/UploadedPDF/412020_FacingOurFuture_final.pdf
 7. Wessler, S.F. (2011). *Shattered families: The perilous intersection of immigration enforcement and child welfare system*. Retrieved from <http://act.colorlines.com/acton/formfd/1069/0041:d-0001>.

Nov. 26—NO CLASS - Thanksgiving

Eleventh session: Dec. 3--- Foster Parenting

Guest speakers: Foster family and representative from Catholic Social Services Foster Care Program

- Kinship foster care versus non-relative foster care
 - Similarities
 - Differences
- What it takes to be a foster parent
 - Licensing standards
 - Training for foster parents
 - Expectations for foster parents
- Abuse in foster care
 - Statistics
 - Risk factors

Readings:

1. Leber, C., & LeCroy, C. (2012). Public perception of the foster care system: A national study. *Children And Youth Services Review*, 34(9), 1633-1638. doi:10.1016/j.chilyouth.2012.04.027
2. Capps, J. E. (2012). Strengthening foster parent–adolescent relationships through filial therapy. *The Family Journal*, 20(4), 427-432.

3. Metcalfe & Sanders Foster Parent Experience: The Later Years. *Child Welfare* Vol. 91, No. 4.

Twelfth session: Dec. 10—Testifying in court—Frank Vandervort, J.D., Clinical Professor, UM Law School

(Final Projects due)

Guidelines for court testimony
Expert testimony

Exercise: Are you an expert witness?

Videotape: My cousin Vinnie

Readings:

1. Faller, K.C. (1998). When professionals go to court: preparing to testify
2. Myers, J.E.B. (1992). Expert testimony in child abuse and neglect litigation. *Legal Issues in Child Abuse and Neglect*. Newbury Park, CA: Sage Publications
3. Everson, M., Sandoval, J., Berson, N., Crowson, M. & Robinson, H. (2012) Reliability of professional judgments in forensic child sexual abuse evaluations: unsettled or unsettling science? *Journal of Child Sexual Abuse*, 21, 72-90.