1. Course Statement

1. Course description

This is a methods course intended to develop skills for child welfare practice, with special attention to child maltreatment. Students learn about the various contexts in which child welfare practice takes place and the skills and modalities that are used with children, youth, and families who are the focus of child welfare intervention. This course will prepare students to work with diverse client populations and will help them appreciate the imbalance of power between client and professional. Understanding the needs and responses of involuntary clients is an integral part of the course. Relevant evidence-based practices are taught and child welfare policies and practices are subjected to critical review. The first term will focus on assessment and the second on treatment.

This course will cover the following areas: 1) personal, professional, and societal responses to children at risk for maltreatment, 2) diversity in the child welfare population and skills for working with diverse client populations, 3) client issues and responses to child welfare intervention, including power differentials and involuntariness, 4) theories that explain child maltreatment and their social construction, 5) assessment strategies to be used with children and adults with child
welfare issues, 6) interventions employed in the child welfare system and the evidence or lack thereof to support them, and 7) evidence-based treatment strategies used with traumatized children. This course will focus upon practice issues, especially poverty and parental problems in families in the United States, Canada, and Western Europe. Students will be sensitized to their personal reaction to child maltreatment. They will be apprised of professional expectations, such as mandatory reporting of child maltreatment, and will learn about the general structure of service delivery to child welfare clients, which constitutes the context within which they will provide services to clients.

Sensitization to the roles of power and privilege of professionals as they relate to both children and their parents is an integral part of the course. In addition, the course will address the sometimes-conflicting needs of children and families and legal system impact on child welfare practice, as assessment and the various methods of treatment are taught.

The diversity of child welfare populations, in terms of race, ethnicity, culture, class, and sexual orientation will be covered. Of particular focus is the over-representation of children of color and the differential response of the child welfare system based upon class. Students will be made aware of how differences between themselves and clients of child welfare services affect service delivery. These differences will include race, developmental status, economic status, education, gender, and physical well-being.

2. Course objectives and competencies

1. Understand the roles and responsibilities of social workers practicing in child welfare, including mandatory reporting of child maltreatment, multidisciplinary approaches to child maltreatment, assessment, case management, and therapeutic roles, as well as statutory requirements related to case management within the child welfare system.
2. Be knowledgeable about how differences between themselves and their clients can affect perceptions of clients.
3. Demonstrate beginning skills in engaging diverse clients that reflect knowledge about diversity and power differentials between themselves and clients.
4. Recognize the consequences of the involuntary nature of the client’s relationship with them as service providers, of the impact of economic, racial, ethnic, gender, and other differences on their relationships with clients, and of the effect of their personal experiences on their practice in child welfare.
5. Demonstrate beginning ability to conduct individual and family assessments related to child welfare, including determining the likelihood of child maltreatment, evaluating parent child attachment, evaluating overall functioning of clients, setting appropriate treatment goals, and making case management plans.
6. Incorporate a perspective that honors clients’ strengths as well as vulnerabilities to both assessments and treatment with child welfare clients.
7. Demonstrate beginning mastery of intervention and treatment skills. Students will know how to intervene at a range of levels, such as individual, family, environmental, and system.
Students will develop beginning mastery of appropriate treatment approaches, derived from different conceptual frameworks, for example cognitive behavioral, trauma focused, and multi-systemic. In using these approaches, they will know how to take into account differences based on age, class, culture, ethnicity, race, religion, physical and mental ability, sexual orientation, national origin, and gender.

8. Demonstrate beginning ability to evaluate intervention and treatment and revise interventions based upon evaluations. They will also be able to critically evaluate the effectiveness and appropriateness of specific child welfare programs and interventions for particular client populations.

3. Course design

This course will make use of lectures, demonstrations, discussion, media such as videotaped interviews with clients and individuals impacted by child welfare intervention, small group exercises, and role plays. This course will span two terms meeting three hours a week. Students will demonstrate their knowledge acquisition by means of class demonstration, written responses to assignments, participation in class discussion, in-class assignments, videotapes, and short papers about their child welfare practice.

This class is to be held entirely remotely, meaning that all class work will be on-line, both synchronous and asynchronous. If you need any accommodation in order to attend synchronous class sessions, please email me as soon as possible at terrigil@umich.edu. On our regular class dates, our live on-line sessions will be shortened to 90 - 120 minutes in general, up to two and a half hours when we have presentations and guest speakers. Adult learning theory (although somewhat debated) supports the fact that most adults simply cannot hold effective concentration for longer than about 20 minutes. Students can choose to refocus their attention repeatedly throughout a lecture; thus it is normal during a class for lapses in attention to occur. To that end, we will try to engage in shorter, microlearning segments within the course of our two hour timespan. Some of these segments will be student-driven and interactive. More information on these segments will be posted to our canvas site.

4. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.
### Relationship to Multiculturalism and Diversity

Students will develop the capacity to identify ways in which gender, race, ethnicity, social class, age, physical and mental ability, sexual orientation, national origin and other forms of social stratification and disenfranchisement 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.

### Theme Relation To Social Justice

Students will be sensitized to the potential for and existence of social and economic exploitation in human services. Students will understand 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 differently 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 and interventions for child maltreatment.

### Theme Relation to Behavioral and Social Science Research

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.

This seminar will foster exploration of the child protective services aspect 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 prevent child maltreatment. This course will also emphasize how addressing parental problems, such as domestic violence, can prevent child maltreatment.

### Relationship to SW Ethics and Values:

The NASW Code of Ethics will be used to inform practice in the area of child welfare. 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 such as poverty.

2. Class Requirements

a. Text and class materials

There is no required textbook for this class. Readings, videos and podcasts will be posted on Canvas at least one week prior to the class session in which they will be discussed. Each session’s reading assignments are in a separate folder on Canvas under Files, which is marked by session number. Reading may be changed due to guest lecturers or emerging current events that warrant our attention and class discussion. Videos and Podcasts are posted under the Media tab and are included in the Announcements section pertaining to what is due at the next class session.

To fully engage in the course, it is expected that students will complete the required readings and/or video viewing prior to the class in which they will be discussed. Reading materials are meant to supplement lecture content. Discussion of readings will be student-led, with prompts and questions from me, therefore it is critically important that you complete the required readings prior to the class session. One or two students will be assigned to introduce the key take-aways and ask three questions of the class from the assigned readings for each class session. Students should anticipate being asked to respond to questions and elaborate on the readings as part of their class participation. The quality of the class depends – in large part – on the quality of our collective efforts to engage in discourse on the subject matter and assigned materials.

b. Class schedule

We will follow the schedule outlined below as closely as possible. Sometimes, the topic or schedule may change due to guest speakers, unavoidable incidents, or through discussions with students regarding what topics they would like to focus on. Whenever possible, schedule changes will be sent to you via email and posted on Canvas in Announcements at least a week in advance. **Readings may change! Please be certain to check the Files on Canvas for the specific week of class.**

<table>
<thead>
<tr>
<th>First Session: May 10 – Course Introduction and Overview</th>
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<tr>
<td>Topics:</td>
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<td>- Course requirements</td>
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</table>
• Course progression
• Wicked Problems in Child Welfare
• Brief history and overview of the child welfare system
• Child welfare in the social context
• What is child maltreatment?
• Why the focus on child abuse?
• Prevalence and incidence rates of child maltreatment
• Brief overview of disproportionality in child welfare
• Child Protective Services
  o Helper, advocate, friend, enforcer?
• Discussion of course topics and changes as needed

Reading: Students are not expected to have read and reviewed these materials prior to the first class.

• Bartholet, E. Nobody’s Children Introduction (on Canvas)
• Roberts, D. Shattered Bonds: The Color of Child Welfare (on Canvas)

Video:
• A conversation about the manifestation of white supremacy in the Institution of Child Welfare Level 1 and Level 2 (see details on Canvas)
  https://www.youtube.com/watch?v=EUBuOCVhUZI&feature=youtu.be
  https://www.youtube.com/watch?v=QoggJj60VoY

Assignments due by May 17:
• Reaction paper
• Discussion questions
• Answers to discussion questions

Second Session: May 24 Child Maltreatment and Child Protection

Topics:
• Children’s Protective Services
• Evidence from NCANS on the size of the problem
• The child safety/family preservation pendulum swing in child welfare
• Poverty and child welfare
• Systemic racism and the child welfare system
• Overrepresentation of children of color
• ICWA
• Children with disabilities
• LGBT Children and maltreatment: An under-studied group
• Global perspective on child maltreatment
• Impact of Trauma, Loss and Maltreatment

Readings:
• The Effects of Substance Abuse on Behavior and Parenting
• Michigan DHHS CPS Policy
• Time for the Child Welfare System to Stop Confusing Poverty with Child Neglect
• ICWA
• Black Girls Matter: Pushed Out, Overpoliced and Under protected
• Child Maltreatment among Asian Americans: A Content Analysis of Existing Literature, Hom-Hyvonen, K.
• Culture and context in understanding child maltreatment: Contributions of intersectionality and neighborhood-based research, Nadian, Y, Journal of Child Abuse and Neglect

Video

Audio: https://soundcloud.com/user-818593337/it-takes-a-village-interview-with-ashley-rooney
transcript is on Canvas
https://soundcloud.com/user-818593337/it-takes-a-village-interview-with-linda-eagle-speaker
Transcript on Canvas
https://soundcloud.com/user-818593337/it-takes-a-village-interview-with-tracy-shoberg

Family Poverty is Not Neglect https://soundcloud.com/offkiltershow/family-poverty-is-not-child-neglect

Assignments due by May 21:
• Reaction paper
• Discussion questions
• Answers to discussion questions
• Due in class on May 24
  o Group 1 Discussion Leaders Presentation

Third Session: June 14 – Child Maltreatment Determination

Topics:
• Defining child neglect
• Mandated Reporter Training
• Child Protection Investigation and response
  o Physical abuse
  o Sexual abuse
  o Fatal abuse
• Past history of parental abuse
• IPV and child maltreatment
• Substance abuse and child maltreatment
• COVID 19 Impacts on Child Maltreatment
• Decision-making in CPS
• Differential/Alternative Response

Readings:
- Five-factor determination of maltreatment, MDHHS Policy Manual (On Canvas)
- Carrion, V.G., Wong, S.S., Can traumatic stress alter the brain?
- The Effects of Substance Abuse on Behavior and Parenting (on Canvas)
- Bartholet, E. “Differential Response: A Dangerous Experiment in Child Welfare” (on Canvas)
- Child Injury and Death Coordinated and Comprehensive Investigation Resource Protocol (on Canvas)
- A reasonably large review if operationalization in child maltreatment research: Assessment approaches and sources of information in youth samples
- Mandated Reporter Guidelines for Social Workers
- CPS Field Guide
- MDHHS Model Child Abuse and Neglect Protocol
- Recognizing the Signs and Symptoms of Child Abuse and Neglect, child Welfare Information Gateway Fact Sheet

**Video:**
- A Life-changing Visitor: When Children’s Services Knocks
  https://www.youtube.com/watch?v=2iY1QorPZFw (link on canvas)

**Assignments due by June 11:**
1. Reaction paper
2. Discussion questions
3. Discussion Question Answers
4. Small Group Exercise 1: Differential Response Debate – (Instructions on Canvas. Time will be set aside in class to hold your debate. Results are due by June 28)
5. 

**Fourth Session: June 28 - Child Maltreatment Assessments and the Plan of Care**

**Topics**
- CANS and FANS
- Forensic Interviewing Protocol
- Structured Decision-making
- Psychosocial and medical assessment
- Measures of Child Exposure
- Effects of professional experience

**Readings:**
- Evidence-based and Developmentally Appropriate Forensic Interviewing of Children, Nicol, A.
- MDHHS Forensic Interviewing Protocol
- Medical Child Abuse Protocol
Assignments due by June 25:
  1. Reaction paper
  2. Discussion questions
  3. Answers to discussion questions

Due by June 28:
  4. Results of Small Group Exercise 1: Differential Response
  5. Small Group Exercise 2: Assessment Debate (time will be set aside in class to hold the debate, results are due by July 12)

Fifth Session: Last Session July 12 Child Maltreatment Consequences and Prevention Initiatives

Topics:
- Using assessments to develop the plan of care
- A public health approach to child maltreatment
- Sustaining progress in preventing child maltreatment

Readings:

Assignment:
  1. Reflection paper
  2. Discussion questions
  3. Answers to discussion questions
  4. The Florida Project Reflection

Coursework and Assignments
This course uses Canvas as a resource for all course readings as well as for detailed explanations of assignments and instructions for the submission of assignments. Assignment descriptions and readings for each class, as well as grading and class announcements can be found on Canvas. Required reading will be posted to Canvas at least one week prior to the class for which they are required. Please review the site carefully and visit it frequently for updates.

All assignments will be posted on Canvas with a more in-depth explanation and the grading rubric. If you have any questions about an assignment, please feel free to reach out to me with your questions prior to the due date of the assignment. Announcements in Canvas will often correspond to a specific assignment, so please make certain that you have set Canvas up to notify you when announcements are posted, and please be certain to read announcements at least weekly.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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</thead>
<tbody>
<tr>
<td>Reaction Paper on at least three readings/video/audio</td>
<td><strong>May 17</strong></td>
<td>Reaction Paper = 4%</td>
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<tr>
<td>Discussion Questions for class</td>
<td>Paper uploaded to canvas. Discussion questions posed and answered in the discussion channel</td>
<td>Discussion Questions/Answers =3%</td>
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<tr>
<td>Answers to three discussion questions posed by your peers</td>
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<tr>
<td>Reaction Paper on at least three readings/video/audio</td>
<td><strong>May 21</strong></td>
<td>Reaction Paper = 4%</td>
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<tr>
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<tr>
<td>Answers to three discussion questions posed by your peers</td>
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<tr>
<td><strong>Group 1 Discussion Leaders</strong></td>
<td><strong>May 24 in class</strong></td>
<td>25%</td>
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<td><strong>Topic to be determined with instructor</strong></td>
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<tr>
<td>Reaction Paper on at least three readings/video/audio</td>
<td><strong>June 11</strong></td>
<td>Reaction Paper = 4%</td>
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<tr>
<td>Discussion Questions for class</td>
<td>Paper uploaded to canvas. Discussion questions posed and answered in the discussion channel</td>
<td>Discussion Questions/Answers =3%</td>
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<tr>
<td>Answers to three discussion questions posed by your peers</td>
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<tr>
<td><strong>Group 2 Discussion Leaders</strong></td>
<td><strong>June 14 in class</strong></td>
<td>25%</td>
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<tr>
<td>Small Group Exercise: Differential Response Debate</td>
<td><strong>June 14 – Debate</strong></td>
<td>15%</td>
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<tr>
<td><strong>June 28 – Written Results Instructions on Canvas</strong></td>
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<tr>
<td>Reaction Paper on at least three readings/video/audio</td>
<td><strong>June 25</strong></td>
<td>Reaction Paper = 4%</td>
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<tr>
<td>Discussion Questions for class</td>
<td>Paper uploaded to canvas. Discussion questions posed and answered in the discussion channel</td>
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<td>Assignment</td>
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<tr>
<td>Answers to three discussion questions posed by your peers</td>
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<tr>
<td>Group 3 Discussion Leaders</td>
<td>June 28</td>
<td>25%</td>
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<tr>
<td>Small Group Exercise 2: Critical evaluation of assessment</td>
<td>June 28: Debate/Discussion</td>
<td>15%</td>
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<td>July 12: Written Response</td>
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<td>Reaction Paper on at least three readings/video/audio</td>
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<tr>
<td>Discussion Questions for class</td>
<td>July 9</td>
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<tr>
<td>Answers to three discussion questions posed by your peers</td>
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<tr>
<td>Group 4 Discussion Leaders</td>
<td>July 12 in class</td>
<td>25%</td>
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</table>

**Discussion Leader**: Each meeting, a group of students will lead discussion of an assigned topic. A topic leader may develop asynchronous content if that is the student’s preference. Details will be posted on canvas. The discussion leader(s) is expected to master one or two of the required readings or related materials and to convey the key points to the class. The discussion leader is also expected to prepare a short PowerPoint presentation to guide the discussion. I will evaluate discussion leaders based on their organization and management of the discussion, comprehension of the topic, clarity and balance in their explanation of the topic, and ability to facilitate intellectually stimulating idea exchange among the other students through questions they will ask the class. I will assign discussion leaders to a topic and the related reading after the first class session.

**Discussion Leader is worth 25 points**

**Thought/Reaction papers:**
1. Write a thought or reaction paper covering at least three readings/videos/podcasts posted in Canvas and corresponding to the upcoming topics.

Thought papers will be conceptual essays synthesizing main theoretical ideas described in the assigned readings. This is not a summary of the readings, but rather what you developed in terms of thoughts, ideas, new information, connections or applicability to other readings, other coursework, current events and your own experiences in the field. You will
upload these as Word documents in the Canvas course under Assignments. The Reaction paper must list which readings and/or media are being reviewed by your paper.

2. Pose three questions for discussion by your classmates and in the upcoming class and
3. Reply to at least two discussion questions posted by your classmates before each class meeting.
   Questions and answers will be posed in the discussion channel on Canvas.

Reaction papers are worth a total of 20 points, or 4 points each.

Discussion questions should be thoughtful inquiries about theoretical, empirical, systemic, or applied issues related to the required readings. You will submit three questions to the class and answer two question posed by one of your classmates. These are intended to stimulate critical and productive thinking. Replies to discussion questions should be thoughtful extensions that expand group thinking. These are intended to prime longer conversations during course meetings. Discussion posts and replies will be no more than one paragraph each, and you will post them to the discussion thread for that week in the Canvas course. Discussion posts will be due on the Friday of the week before the course meeting. Thought papers and discussion replies will be due on the Friday of the week before the next class meeting.

Discussion questions AND answers are worth 15 points, 3 points each session. If you post questions but do not post answers to other’s questions, you will receive half credit.

Small group assignments: You will participate in two small group assignments throughout the semester. These will be asynchronous and organized around a theme we are studying. More details and the rubric will be posted to Canvas under Assignments.

Small group assignments will be worth 15 points each.

d. Attendance and class participation

Attendance is expected at each synchronous class and any asynchronous activities that you may be assigned, and is extremely important because the discussions that occur in class cannot easily be replicated outside of the classroom from simply reading the assigned materials. Participation in class discussions, in class exercises, and small group discussions is expected and will contribute to your final grade. Participation means grounding your comments and analysis in the readings and other class materials – not simply offering your general opinion on a topic. If you experience difficulties in participating in discussions for technological, linguistic, cultural, or other reasons, please meet with me to explore ways in which you can become an active participant in class. If you need to miss a class, please email me at terrigil@umich.edu to let me know you will be missing a class. We can discuss what needs to be done to make up for the missed class. Please refer to the Policy on Class Attendance found in the MSW Student Guide.
Attendance and participation are worth 10 points.

e. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>98 - 100</td>
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<tr>
<td>94 - 97</td>
<td>A</td>
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<tr>
<td>91 - 93</td>
<td>A-</td>
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<tr>
<td>88 - 90</td>
<td>B+</td>
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<td>84 - 87</td>
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<tr>
<td>81 - 83</td>
<td>B-</td>
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<td>78 - 80</td>
<td>C+</td>
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<td>74 - 77</td>
<td>C</td>
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<td>71 - 73</td>
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<td>68 - 70</td>
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Due Dates

Due dates will be posted on Canvas. All assignments must be submitted to the appropriate folder on Canvas by the posted deadline. Exceptions to the due dates will require prior permission. I understand that it can be challenging to complete coursework while working and attending class from home, where you may be immersed in additional responsibilities. I have
spread the required assignment throughout the semester in order to avoid a large final assignment. Because each assignment really does have an impact on your grade, please do let me know if you foresee a problem with a due date.

**Incompletes**
Incompletes will not be granted unless extraordinary circumstances prevent you from completing the coursework. You must formally request an incomplete from me prior to the end of the semester.

**Grade Dispute Process**
If you believe that you have been graded unfairly on an assignment, I will review your concerns upon submission of a specific written request for re-evaluation. Because this is a graduate program, you are expected to produce graduate-level work products. Your future employer will expect the same.

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259.

I may re-evaluate the submitted work, and/or I may ask you to complete additional work in order to bring the work up to standard in order to adjust your grade.

Please consult the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances can be referenced using these links.

**f. Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without my advance written permission. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to me in advance of any recording being done. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet, social media or sharing with others.

Even when permission to record has been given, I reserve the right to disallow recording for a portion of any class time where privacy is a special concern. Due to the sensitive nature of the topics we will be discussing, there will be several times when a recording in process will be stopped and where I will require any students who are recording to cease recording so that we may have an open and honest discussion.

When I choose to record a class, I will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on Canvas. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and
Class Discourse

Discussion of child welfare, child abuse and neglect can be an emotional topic and could serve to trigger painful memories or create anxiety in students due to any number of factors. Discussion of child maltreatment necessarily involves risk, divergent points of view and conflict. It is imperative to respect differences in perspective and seek to understand those differences. While my goal is to ensure that the classroom is a safe learning space, discussion, and the growth and learning that arises from it, can sometimes be uncomfortable or invoke an emotional reaction to the topic being discussed. I hope that all students work with me to create and foster a learning environment that promotes social justice, inclusion, equity and thoughtful coverage of the subject matter.

This is an opportunity for all of us to engage in professional discourse and to broaden our mutual development of cultural humility. We will examine how the structure of current programs and policies designed to prevent or to address child maltreatment have evolved from and still reflect biases and negative beliefs about various populations or social identity groups. Disagreements are expected and are welcomed as long as we respect diverse opinions and one another and refrain from attacking or insulting others. For some topics, I will structure a formal debate format in order that multiple sides of an issue are clearly heard and rebutted. I may also ask you to take the opposite side of an issue from what you might normally prefer. This is to help you expand your thinking about the topic, solidify your point of view and help you understand what the opposition to a position you may wish to take may be thinking, thus the better prepared you are to address that opposition.

I believe that all of us are learning together, and as such, I will ask many questions of you in class. Through dialog and careful consideration of issues, you will learn how to create, evaluate and analyze the child welfare system in simple and complex forms, and to think carefully about the issues at hand. I ask questions to prompt thinking, to provoke reaction and to help you hone your point of view. Remain open to evidence presented, which may conflict with your own personal viewpoints and perspectives. I expect you to be engaged in the course material and contributing questions and comments in class discussions. Your class participation score is not solely dependent upon how frequently you speak in class, rather on the quality of your participation, your attention to the subject matter and your willingness to engage with the subject matter.

Protect confidentiality

One of the fundamental ethical values of social work is protecting client confidentiality. In this seminar, you will be exposed to conversations or environments that involve real individuals and real families. You will be expected to keep class materials/activities confidential.

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to
campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism