PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Child Welfare and Pre-Service Training (SCW 390)

Initiating Unit or Individual: Social Work: Katherine Palazzolo-Miller
Contact Person's Name: K. Palazzolo-Miller e-mail: palazzoka@ferris.edu phone: 591-5897
Date or Term of Proposal Implementation: fall 2012

☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☐ Group II - A – Minor curriculum clean-up and course changes
☒ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved) Board of Trustees (Date Approved) President's Council (Date Approved)
1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

This course will be the major course for the future Child Welfare Endorsement. At this time we are asking that it be piloted (SCWK 390). This course will be offered to social work students who are interested in a career working as a child protective services worker, child foster care worker, or adoption worker especially in the State of Michigan. This social work course is to guide the educational preparation of the social work student so that upon graduation the student can apply to the State of Michigan Department of Human Services or DHS contract Child Welfare Agencies for a position and if selected will eliminate 6.5 weeks of the 9-week new worker training required of all child welfare workers in the State of Michigan. This will allow the new employee to take on a caseload sooner, a plus for the agencies.

The Ferris Child Welfare Endorsement will be acquired by the student after completion of ALL COURSE REQUIREMENTS FOR THE BACHELOR OF SOCIAL WORK DEGREE plus completion of the core Child Welfare course, SCWK 390 - Child Welfare Endorsement and Pre-Service Training, and SCWK 361-Legal Aspects of Social Work. It is also required that the student completes his or her senior internship at either the Department of Human Services or a Department of Human Services contract agencies (Eagle Village, Bethany, Child and Family, Catholic Social Services, etc.).

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
Prefix Number Title
SCWK 390 Child Welfare and Pre-Service Training

b. Courses to be Deleted From FSU Catalog:
Prefix Number Title


c. Existing Course(s) to be Modified:
Prefix Number Title

d. Addition of existing FSU courses to program
Prefix Number Title

e. Removal of existing FSU courses from program
Prefix Number Title
3. Summary of All Consultations

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4. Will External Accreditation be Sought? (For new programs or certificates only)

   No

5. Program Check sheets affected by this proposal.

   Not at this time.
NEW COURSE INFORMATION FORM

Prefix: SCWK  Number: 390  Title: Child Welfare and Pre-Service Training

Course Description:
This course serves to guide the educational preparation of social work students so that upon matriculation they will be prepared to provide effective child welfare services and assume a caseload in a timely manner when employed by the Michigan Department of Human Services or its contract agencies. The Child Welfare Endorsement is acquired after completion of those core child welfare courses and a child welfare field placement in DHS or a DHS contract agency (i.e.: Eagle Village) to assure that BSW graduates are able to successfully address Michigan’s Child Welfare Competencies.

Course Outcomes and Assessment Plan:

Course Objectives: as put forth by the Michigan Department of Human Services

Knowledge Objectives:

1. Understands the roles and responsibilities and mission of the Dept. of Human Services and child licensed facilities
2. Understand the foundations of Child Protective Services and the law
3. Understand the Family-Centered approach to child protection
4. Know about case planning and casework
5. Understand the effects of abuse and neglect on child development
6. Knows the range of behaviors that are classified as child sexual abuse and how these behaviors differ from healthy family sexuality
7. Know Attachment and Separation Disorders
8. Understand the process and dynamics of attachment of children to their parents, extended family members, and to other significant caregivers.
9. Understanding Foster Care and its impact on families
10. Understand the need for and how to gather, record, and maintain a child’s life book for the child as a permanent record.
11. Understanding Adoption and its impact on children and the use of the Michigan Adoption Resource Exchange (MARE)
12. Understands the concept of cultural diversity; know how one’s own culture affects behavior and values; and know how cultural and ethnic differences may affect the delivery of child welfare services.
13. Understands the elements of effective parenting
14. Understands the concept of the Prevention Program and who is eligible
15. Understands the services and requirements for juvenile justice services
16. Able to identify the Michigan Forensic Interview Protocol and role of the DHS worker
ASSESSMENT: Written exams are administered after each unit of study in SCWK 390. All students need to pass each exam with a “B” or better. Passing of these exams will be verified in the Endorsement.

Skill Objectives:
1. Able to identify abuse and neglect: physical and behavioral indicators
2. Able to do a risk assessment
3. Able to do an intake and an initial family assessment
4. Able to develop a case plan
5. Conduct a casework interview, and able to identify the phases of the Forensic interview
6. Able to demonstrate Forensic interviewing techniques through small group practice
7. Do case recordings
8. Able to explain the effects of maltreatment on children and youth
9. Able to make decisions at key decision points such as whether to investigate, substantiate, provide services and petition the court with or without removal.
10. Able to negotiate a parent-agency agreement
11. Able to identify and help with early prevention of children with developmental disabilities
12. Able to identify services for children with disabilities and their families
13. Able to work with the effects of Traumatic separation on children
14. Empowering parents to participate in placement activities
15. Able to promote reunification
16. Basic skills in recruitment and selection of foster care providers
17. Work with students who are aging out of foster care and assist in developing independent living skills
18. Selecting and matching families and children for adoption

ASSESSMENT: To assess skills, students will
1.) be given a series of at least five family situations. The student will complete the data gathering, write an assessment and give a detailed treatment plan. The student will have to complete with a grade of “B” or higher on these assignments.
2.) The student will be assigned a volunteer project at Eagle Village Foster Care program or at the Department of Human Services Child Welfare program where the student will work under supervision with a child or youth. A journal will be kept by the student as to his or her experience and their reflection of the skills they used with their client. An evaluation of the student’s skills will be made by the supervisor and reported to the course instructor. All students have to complete skills requirement with a “satisfactory” or higher. All above will be verified in the Endorsement.
Values Objectives: Note- It is important that these future child welfare workers have the emotional maturity to do this work. The instructors in the course will be keen to this and direct students accordingly.

1. Examining values related to child rearing
2. Analysis of one’s non-judgmental attitudes necessary in the area of child welfare
3. Understanding one’s biases.
   Assessment: A Self-Awareness paper examining one's values, attitudes and biases will be required. This is meant to be an opportunity for students to do a very focused introspection of their values, attitudes and biases that might affect their future work with child abusers and victims. There will also be reflection papers on films and scenarios offered in class.

4. Realizing ethical dilemmas that may arise with the mandate of confidentiality and the NASW Code of Ethics
   Assessment: Classroom scenario exercises reflection and discussion

5. Knows the values and principles of child welfare practice, including child safety, permanence, family preservation, preservation of parent’s and children’s rights, respect for individual difference, and identifying and building on the family’s strengths
   Assessment: Written exam passed with a “B” of higher.
CREATE NEW COURSE
Course Data Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE - Pilot
   Notes
   1. Complete each item in Section I and Section II.
   2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the
      prerequisite change must be submitted for those courses as well.

   Term Effective (6 digit code only): 201208  Examples: 200801(Spring), 200805(Summer), 200808(Fall)
   Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.
   a. Course Prefix          b. Number          c. Enter Contact Hours per week in boxes.
      SCWK                  390
   d. Course Title: Child Welfare and Pre-Service Training  (Limit to 30 characters/spaces.)
   e. College Code: CAS  f. Department Code: SOCS
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
   g. Type:    □ Variable    □ Fixed    h. Minimum Credit Hours 4  i. Maximum Credit Hours 4
   j. May Be Repeated for Added Credit: Check (x) □ Yes    □ No
   k. Levels: Check (x) □ Undergraduate □ Graduate □ Professional
   l. Grade Method: Check (x) □ Normal Grading □ Credit/No Credit only (Pass/Fail)
   m. Does proposed new course replace an equivalent course? Check (x) □ Yes    □ No
   n. Equivalent course: Prefix          Number       See instructions on Replacement courses.
   o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
      This course serves to guide the educational preparation of social work students so that upon
      matriculation they will be prepared to provide effective child welfare services and assume a caseload in
      a timely manner when employed by the Michigan Department of Human Services or its contract
      agencies. The Child Welfare Endorsement is acquired after completion of those core child welfare
      courses and a child welfare field placement in DHS or a DHS contract agency (i.e. Eagle Village) to
      assure that BSW graduates are able to successfully address Michigan’s Child Welfare Competencies.
   p. Term(s) Offered: F & Sp  (See instructions for listing.)  q. Max. Section Enrollment: 20
   r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Junior or
      senior status or instructor permission.

   UCC Chair Signature/Date:  Academic Affairs Approval Signature/Date:
   _______________________________  _______________________________

   To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
      □ Basic Skill (3S) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

   Office of the Registrar use ONLY
   Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE _ SCADETL _ SCARRES _ SCAPREQ _