

Bemidji State University

SOWK 3780: Family And Child Welfare

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Overview of historical and contemporary child welfare practice primarily in the public sector, including supportive, supplemental, and substitute services. Emphasis is on issues such as family-centered practice, family preservation, kinship care, permanency planning, and cultural competence related to the assessment of and intervention with vulnerable families and children. Prerequisite: SOWK 2120 or consent of instructor. Might not be offered every year.

B. COURSE EFFECTIVE DATES: 05/18/2001 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Child welfare services from a historical, theoretical and practice perspective
2. Support services
3. Supplemental services

D. LEARNING OUTCOMES (General)

1. Understand the interaction of nature-nurture in the development of the child and the relationship of resilience, efficacy, attachment and trust to development.
2. Explain the role of the family/caregivers in the lives of children in providing care, support and basic material needs, how these roles can break down and the internal and external causes of this break down.
3. Demonstrate an understanding of how social issues such as poverty, violence, drug abuse and homelessness impact children and their families.
4. Discuss the history of child welfare-provision of services for children and families and the accompanying debates.
5. Demonstrate a working knowledge of the demographics of children and quality of life indicators.
6. Demonstrate knowledge of how services to children and families are provided along a continuum from the least intrusive, to more comprehensive.
7. Demonstrate a working knowledge of best practices in child welfare.
8. Demonstrate understanding of evaluation of public child welfare outcomes.
9. Demonstrate a working knowledge of the Indian Child Welfare.
10. Understand the application of grief and loss and historical trauma in child welfare in general and particularly in marginalized populations and communities.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted