San José State
University School of
Social Work
Social Work 267: Advancing Child Welfare Practice
Skills Through Simulation
Spring 2019

Instructor: Professor Coleen Kohtz
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Telephone: TBA
Email: coleen.kohtz@sjsu.edu
Office Hours: Tuesdays 12:00-3:00pm, and by appointment
Class Days/Time: Every Other Tuesdays 9:00am – 11:45 am from 1/29/2019 to 3/12/2019
Classroom: Sweeny Hall (SH) Room 312 First day of class. Simulation locations for following classes to be discussed first day of class.
Pre-requisites: ScWk231
Co-requisites: ScWk232

Course Format
This course adopts a traditional in-person classroom delivery format along with simulation lab.

Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Catalog Description
This advanced practice seminar utilizes a simulation model to provide depth and breadth in knowledge and skill acquisition regarding engagement, assessment, and intervention that promote child safety and the well-being of children and families in the child welfare system.

Course Description
This advanced seminar for second-year MSW students specializing in child-welfare practice is designed to enhance social work practice skills for practice in the field of child welfare.

The course is designed to provide the student with a focused, practice-oriented learning environment that will build on previous experiential and academic learning focused on social work practice skills. Utilizing a simulation model, the course activities are designed to increase
the student’s practice skill levels and better prepare them for effective and competent social worker in a child-welfare setting. The content areas covered includes key aspects of initial home visit, engagement, investigation and assessment of potential risks, resources, and evidence of child maltreatment; the use of different assessment tools, case planning, and intervention models; working in an interprofessional setting; and the role of diversity in service delivery.

[1 unit, Prerequisite: ScWk 231; Co-req: ScWk 232. Mandatory for the second year Title IV-E student]

Course Learning Outcomes (CLO)
This course will address the following Council on Social Work Education (CSWE) Core Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior.
Competency 2: Engage Diversity and Difference in Practice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Upon successful completion of this course, students will be able to:
CLO #1: Demonstrate awareness of personal values and attitudes and demonstrate professional behaviors when working with other professionals involved with the child welfare system. [Competency 1]

CLO #2: Demonstrate an ability to be sensitive to racial, ethnic, class, and cultural differences in child-welfare practice. [Competency 2]

CLO #3: Demonstrate practice skills in engaging and making assessments effectively to determine need in order to provide appropriate services to protect children and preserve families. [Competency 6 and Competency 7]

CLO #4: Apply advanced practice skills in differentially selecting appropriate interventions and developing intervention strategies for working with children and families in child welfare. [Competency 8]

Title IV-E Competencies:
This class will address the following Title IV-E CalSWEC Behaviors for Specialized Practice Competency in Public Child Welfare:
https://calswec.berkeley.edu/sites/default/files/2017_calswec_curriculum_competencies_0.pdf

Required Texts/Readings

Supplemental reading:


Library Liaison
For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at http://libguides.sjsu.edu/scwk. The Social Work Library Liaison is: is Silke Higgins and she can be reached at: silke.higgins@sjsu.edu, or 408-808-2318.

Course Requirements and Assignments
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 15 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Clinical Skills Simulation: Week 2 - Week 4
- Simulation involves interacting with actors or other professionals who act as clients in scenarios that are frequently encountered in the field. Participation in simulation is designed to build specific practice behaviors relevant to child welfare and inter-professional practice. Debriefing and feedback helps students identify both strengths and opportunities for improved practice.
- Generally, all scenarios will run about 30 minutes each, with 15-minute debriefing periods immediately following simulations.
- Students may keep scratch paper/a small notebook to write down items for discussion during debriefing sessions.
- The instructor will observe how each simulation unfolds. Once the allotted time is reached, the scenario will be halted, and the class as a whole will begin the debriefing portion.

More specific evaluation rubrics of all assignments will be presented by the instructor.

Assignment: Reflection Paper (40 points)
At the end of participation in the simulation exercise, the following questions will be posed for students to consider concerning their professional growth and development of clinical skills when working in the child welfare system:

1) Reflect on the emotions you experienced and the clinical skills (e.g., interpersonal, assessment skills, and/or intervention skills) used (7 points)
2) Critically analyze your practice skills, including different perspectives that could have been used to increase understanding (7 points)
3) Correlate simulated clinical experiences with real-world experiences in your field
placement (in the child-welfare system) (7 points)

4) Discuss the overall impact from your simulation experience on your personal growth, as well as your practice skills and how they impact your professional development. Special focus should be placed on attitudinal changes you might have experienced (9 points)

5) Students will also observe other students’ simulation exercises throughout this course. Summarize your impression and feedback in three areas: content items, process items, and communication skills (10 points).

The paper must be typewritten, double-spaced, and no less than five pages in length. The paper is due on the last class day.

Seminar and Simulation Participation (60 points)

This course is a critical adjunct to the field experience and appropriate professional behavior is expected. The class participation will be based on the frequency, quality, and depth of your contribution to class discussions. Please note that disruptive behavior (including the use of laptops for other than class-related activities, texting during the class) will be reflected in the participation grade. Students are expected to share ideas, listen to the ideas of others and participate in class discussions. All class time especially the simulation exercise is valuable, and if you need to miss due to illness or emergency, it is your responsibility to inform your instructor in a timely manner.

Your contribution will be assessed on the following criteria (40 points):

- Present yourself in a professional demeanor in the simulation exercise (20 points)
- Communicate and interact with classmates and the instructor effectively and professionally (5 points)
- Demonstrate understanding of the importance of and appreciation for diversity (5 points)
- Critically analyze information that is presented/discussed (5 points)
- Bring examples and applications of the topics being covered and provide additional insights on issues from your own special knowledge and expertise (5 points)

Final Examination or Evaluation

Self-reflection Paper at the end of the course.

Grading Information:

According to University Policy F15-12, “Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated.”

Students are evaluated based on reflection, participation/engagement, and papers. Point totals can be tracked in the grades tab on Canvas. Points for each activity are included in activity/assignment
The grading and evaluation distribution for the class is outlined below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A plus</td>
<td>100-97%</td>
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<tr>
<td>A</td>
<td>96-93%</td>
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<td>A minus</td>
<td>92-90%</td>
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<td>B plus</td>
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<td>B</td>
<td>86-83%</td>
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<td>B minus</td>
<td>82-80%</td>
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<tr>
<td>Below 80</td>
<td>Unsatisfactory/No Credit</td>
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**Late Assignments:** It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), please discuss your situation with me 24 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without making prior arrangements with me, 10% of the total assignment point value will be deducted automatically. For example, if an assignment is worth 30 points, 3.0 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements.

According to the University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Assignments and Grading Policy**

The course grade of Credit/No Credit will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Course Student Learning Objective/Competency (CLO)</th>
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<tbody>
<tr>
<td>Reflection Paper</td>
<td>40</td>
<td>CLO #1, CLO #2, CLO #3, CLO #4</td>
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<tr>
<td>Seminar and Simulation Participation</td>
<td>60</td>
<td>CLO #1, CLO #2, CLO #3, CLO #4</td>
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**University Policy**
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

**School of Social Work Writing Policy**
This writing policy is effective for all MSW Foundation Year and Advanced Year courses. All submitted written assignments must adhere to the School of Social Work writing standards.

The instructor will assess student writing within five areas: 1) structure, 2) flow, 3) depth, 4) use
of sources (APA, 6th edition), and 5) conventions (grammar, etc...). Students will receive feedback on their performance on these 5 areas within the specific context of the course content.

Students who receive an assessment of **not adequate** within one or more of the 5 writing domains may be given the option of re-writing the paper, according to the instructor's discretion.

**Structure:** Well-structured papers have a logical organization that guides the reader through the topic so that the reader has a clear understanding of how the different parts of the paper fit together

**Flow:** Papers that flow well include smooth transitional sentences between paragraphs that help summarize and connect the main points of the paper, as well as fully-developed paragraphs.

**Depth:** Papers with strong depth reflect a comprehensive review and analysis of relevant content and demonstrate strong critical thinking skills by developing unique perspectives from which to view the topic.

**Use of sources:** Papers that use sources well include an integration of academic sources so that references are smoothly integrated into the paper topic and are organized around core ideas. Quotations are limited to statements that are particularly striking or examples in which the source’s precise wording is important and APA is used correctly and consistently.

**Writing conventions:** Papers should follow the grammatical and spelling conventions of standard English, including correct grammar, punctuation, spelling, and sentence structure. Both the writing guide and the rubric for writing assessment are posted on canvas.
This schedule is subject to change with fair notice.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 1/29 | **Introduction of Course Content and Syllabus Review (Classroom)**  
- Discussion of syllabus: course, reading assignments, and class policy  
- The transcultural perspective and connection to the course  
- Introduction to the seminar: Practice simulation  
- California Core Practice Model (CCPM)  

Reading Assignments:  
- Reed and Karpilow, pp. 1-17  
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<th>Week</th>
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<tbody>
<tr>
<td>2</td>
<td>2/5</td>
<td><strong>Simulation Exercise: Initial Home Visit and Engagement Skills (Sim Lab)</strong></td>
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<td></td>
<td></td>
<td>- Door knock and skills and knowledge for initial home visit</td>
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<td>- Consent and confidentiality issues</td>
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<td>- Safety</td>
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<td>- Engagement skills</td>
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<td>- Clinical case management skills</td>
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<td>- Debriefing: Simulation experience</td>
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<td><strong>Reading assignment:</strong></td>
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<td>3</td>
<td>2/19</td>
<td><strong>Simulation Exercise: Investigative and Assessment Skills (Sim Lab)</strong></td>
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<td>- Home visit: neglect allegations</td>
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<td>- Interview technique</td>
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<td>- Home observation</td>
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<td>- Assessment of members of household</td>
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<td>- Risk and safety determination</td>
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<td>- Clinical case management skills</td>
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| 4    | 3/5  | Simulation Exercise: Joint Response In Hospital Setting (emergency room) - Suspicious Child Injury (Sim Lab)  
- Collaboration with medical and law enforcement staff  
- Action plan: determine need for protective custody  
- Implementing trauma-informed practice in Child Welfare Systems  
- Clinical case management skills  
- Debriefing: Simulation experience |
| 5    | 3/12 | Review and Assessment of Course Learning (Classroom)  
- Simulation reflection  
- Professional development  
- Self-care  
ASSIGNMENT: SELF-REFLECTION PAPER DUE |