HUMS 390 (Hybrid)
Child Welfare

Early Fall 15/11
August 17 – October 10, 2015

Course Description
This course begins with an historical overview of child welfare services in American society, establishes a framework for both policy and practice, and examines current trends in the field of child welfare. Special emphasis is placed on evaluating the needs of high-risk populations of children/youth and families.

Prerequisite: Sophomore standing.

Class Day and Time: Monday/Wednesday, 5:00-7:30pm
This is a hybrid course which is defined as an online course supported by a weekly in-seat class. Our class will consist both in-seat and online instruction through various resources, discussion and homework. Please note that we will meet every week, unless otherwise noted.

You are expected to attend every class. If you know prior to the beginning of the session that you will miss more than one in-seat class, it is strongly recommended that you wait to take this course at another time.

The online portion of our course is located in D2L. You will access the course through CougarTrack.

Textbooks

Required

Recommended
Publication Manual of the American Psychological Association, 6th edition (2nd printing), ISBN 978-1-4338-0561-5. (Note: Free APA resources are provided in the course.)

Textbooks for the course may be ordered from MBS Direct:
- online at http://direct.mbsbooks.com/columbia.htm
- by phone at 800-325-3252

For additional information about the bookstore, visit http://www.mbsbooks.com.
Course Overview

We cannot forget that children are our most important resource. It is through our children that we can touch the future. Children must depend on all of us to protect and nurture them to meet that future. Usually that task falls to parents. But what if they are unable, or even unwilling, to carry the burden themselves? Hillary Clinton, in her book *It Takes a Village*, expanded the African saying, 'It takes a village to raise a child,' and spoke of how it is the responsibility of every citizen to ensure the well-being of children.

“The services provided under the child welfare system are the tools that the ‘village,’ or society, uses to care for its children. These services vary greatly in purpose, intensity, cost, and procedures. For one who is unfamiliar with the services for children and their families, they may seem like a maze.” (Crosson-Tower, page xiii). This course is designed to help future practitioners navigate that maze and to use these services in a variety of fields. This is an upper-level course that will require you to be motivated and willing to spend the time needed to master the material and benefit from the course. If you are planning a career in human services or social work, this course will be a wise investment of your time because, regardless of your chosen area of concentration, you will frequently cross paths with child welfare issues.

Technology Requirements

Participation in this course will require the basic technology for all online classes at Columbia College:

- A computer with reliable Internet access,
- a web browser,
- The ability to watch an online video, such as on YouTube,
- Acrobat Reader, (most systems already have this installed, but if not, it is freely available at the Adobe website (http://www.adobe.com))
- Microsoft Office or another word processor such as Open Office.

You can find more details about standard technical requirements for our courses on our site.

Course Objectives

Upon the successful completion of this course and all of its components, the student will have a comprehensive overview of the most pressing issues and fundamental components of today’s professional child welfare environment. Successful students will feel comfortable stepping into most child welfare situations, knowing they have a thorough understanding of the basics, and will be familiar with the professional language.

- The goal of the course is to help you to
- explore the history and current trends of child welfare services in American society.
- explore the structure of policies, programs, and services in the field of child welfare.
- understand the process of intake, investigation, and risk assessment in child welfare
- understand family-centered services and various treatment options.

Measurable Learning Outcomes

Upon completion of the course, you should be able to
• Describe historical and contemporary trends in child welfare services.
• Identify major federal legislation that shapes child welfare policy.
• Discuss the roles, responsibilities and expectations of family.
• Define and discuss various types of child maltreatment and neglect.
• Identify and discuss factors related to the causes of child maltreatment and neglect.
• Discuss the effects of abuse and neglect.
• Assess risk of child maltreatment and neglect.
• Explain developmental and familial considerations in assessing children-at-risk.
• Explain the conceptual framework for family-centered services.
• Describe and evaluate community social service systems providing services to children in need of protective services.
• Explain the role and functions of juvenile and family court systems.

### Grading

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### Schedule of Graded Assignments

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**Assignment Overview**

**Readings (Before Class)**

All readings and lectures review should be completed prior to coming to the in-seat portion of class. You should utilize the information from the readings and incorporate it into all assignments within the course.

**Plagiarism Tutorial and Quiz (Online)**

This tutorial and quiz is required, it is highly recommended that you take time to review plagiarism tutorial and quiz in Week 1. **You must score 100% on the quiz** before you will be allowed to submit your Term Paper.

The Plagiarism Tutorial is located in the Content area, while the Plagiarism Quiz is located in the Quizzes area.

**In Class Activities**

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

**Discussions (Online)**

Discussions are an integral part of this course and represent a significant portion of the final grade. Discussion activities are designed to help extend your learning into the real world and bridge the gap between theory and practice.

Discussion topics will be based on the chapter material defined in the weekly course schedule. You are encouraged to interact with your classmates in all discussions. Additional online discussion topics may
be introduced as needed. Participation in all discussions will improve performance on Discussions and Quizzes.

From a short list (4-5) “discussion prompts” provided each week, you will choose whichever one you want, which to write something original and relevant to the topic (called the student’s Initial Post). Top scoring Primary Posts will be at least 200 words, not counting any quoted material.

You are expected to read the posts of their fellow classmates and respond to at least two other student postings each week (called Comments). Simply rephrasing another student’s post is not acceptable. Brief one-line responses such as “Good point, I agree.” will not count for points. Your comments should contribute an idea or relevant point of their own.

Discussion postings should be intelligible and effectively communicate the student’s idea(s). Please pay attention to use of capitalizations, misspellings, incomplete sentences, and other violations of grammatical rules. In addition, disagreement is part of discussing some topics, however, we will all adhere to using the conventions of “netiquette” (online etiquette), when conversing in the Discussion area.

Your Initial Post is due by 11:59 pm Central Time (CT) on Thursday. You must respond to at least two other students by 11:59 pm CT on Sunday.

Quizzes (Online)

Each week you will have a quiz that covers the content for the week. These quizzes are located in the Quizzes are of D2L.

Your quiz must be submitted by 11:59 pm CT on Sunday of the appropriate week.

Term Paper (Online)

You will write a 6-8 page paper according to APA Style formatting, (using Microsoft Word, Times New Roman, 12-point font, 1 inch margins and double space) researching an area of child welfare of today. The body of the paper needs to be at least 1,000 words (3 pages+), in addition to the title page, abstract, Introductory text, Conclusion, and references pages. The Introductory text and Conclusion should each be at least 100 words each.

The student may choose one of the following topics on which to write their paper.

- Attachment Disorder
- Family Systems
- Children in Foster Care
- Borderline Personality Disorder
- Children and Violence
- Children and Poverty
- Children and Substance Abuse
- Long-term Effects of Child Abuse
- Child Sexual Abuse
- Teenage Pregnancy Issues
- Adoption Disruption
- Homeless Runaway Youths
- The Military Family
- Daycare and Educational Settings

Your text may be used as one of your peer-reviewed sources of information. At least one more peer-reviewed source is required, and is best chosen from the online Columbia College library. A how-to video is provided showing how to access those journal articles online.
The paper will be graded according to the rubric located in the Content area. Work from a previous course, in whole or in part, is also unacceptable.

Before you will be able to submit their paper to the Dropbox, you must score 100% on the Plagiarism Tutorial Quiz. The quiz is set to allow you to retake it as many times as needed. You are also expected to know (or learn very quickly on your own), how to write a properly formatted APA research paper, using peer-reviewed sources, and of college-level quality in all respects.

You must submit your Term Paper to the appropriate Dropbox folder by 11:59 pm CT on Sunday of Week 7.

Course Schedule

**Week 1: Children: Our Most Important Resource – 8/17/2015 AND 8/19/2015**

**Readings (Before Class)**
- Course Syllabus in the News area of D2L
- Chapter 1: Children: Our Most Important Resource

**In Class Activity 1**
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

**Plagiarism Tutorial and Quiz (Online)**
This tutorial and quiz is required, it is highly recommended that you take time to review the plagiarism tutorial and quiz in Week 1. **You must score 100% on the quiz** before you will be allowed to submit your Term Paper.

The Plagiarism Tutorial is located in the Content area, while the Plagiarism Quiz is located in the Quizzes area.

**Discussion 1 (Online)**
All discussions take place in the Discussions area of the course. Week 1’s discussion topics are listed under the Week 1 forum. Choose one of the following questions to answer.

1. How has child labor evolved with time? Do you think that current labor laws are adequate? Is there still work to be done in the area of child labor?
2. How did daycare institutions come to be? What are some of the issues that contemporary families face with daycare? How could a social worker help them with these problems or issues?
3. What/who are the main agencies, individuals, and pieces of legislation that have actively advocated the provision of services for children? Do you think that current child services agencies provide adequate resources for children and their families? What is the role of the social worker in making sure children and families get the support they need?
4. How has society’s view of the child changed over the years? What are some of the reforms and current services that are indicative of the changing view of children? How are children viewed today? What is your perception of children? How will this perception inform or influence your work as a social worker?
5. What are some of the issues that require the child welfare system to intervene in order for a child to be safe or a family to remain intact? What is the social worker’s role in this process?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates' posts is due by 11:59 pm CT on Sunday.
Quiz 1
Quiz 1 is located in the Quizzes area and must be completed by 11:59 pm CT on Sunday.


Readings (Before Class)
- Chapter 2: The Changing Family
- Chapter 3: Children and Poverty

In Class Activity 2
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 2 (Online)
All discussions take place in the Discussions area of the course. Week 2’s discussion topics are listed under the Week 2 forum. Choose one of the following questions to answer.

1. What do the following words mean: “interpret the world for the child and interpret the child for the world”? How does this statement reflect the relationship between parents and children? Give examples of how this interpretative process works. Specifically consider what this means in situations that do not involve cognitive or physical challenges.

2. What are the different ways in which families can be defined? Consider the ways in which family definitions overlap. Do you think that these ways of defining families are mutually exclusive from one another? If these definitions are not mutually exclusive, how do you think that they are related to one another?

3. What are some of the characteristics of poor children? Discuss where these children live and who cares for them. Explain the increase in poverty for certain ethnic groups.

4. What are some of the problems children face when they grow up in poverty? Specifically, discuss the impact of poverty on the health, nutrition, and safety of children.

5. What are some of the steps the U.S. can take to reduce child poverty? First, discuss the suggestions in the book. Next, come up with your own ideas to reduce the number of poor children in the U.S. What is the role of social workers in these efforts?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Quiz 2
Quiz 2 is located in the Quizzes area and must be completed by 11:59 pm CT on Sunday.

Week 3: Societal Impact on Children/Military Families - 9/2/2015

Readings (Before Class)
- Chapter 4 – The Impact of Violence and Addiction on Children
- Chapter 5 – Children against the Backdrop of War: Addressing the Needs of Military Families

In Class Activity 3
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.
Discussion 3 (Online)

All discussions take place in the Discussions area of the course. Week 3’s discussion topics are listed under the Week 3 forum. Choose one of the following questions to answer.

1. In what ways are today’s children exposed to violence? List the examples found in the text. What are the effects of this exposure? Expand upon the text by imagining possible outcomes of being exposed to violence in various settings.
2. What are the causes of gang violence? List examples found in the text. What effects might this have on youth? Expand upon the text by imagining possible outcomes of being exposed to gang violence.
3. What are some of the reasons behind violence in the home? List the examples from the text. What can be done to put an end to this cycle of violence? What is the social worker’s role in this process?
4. What are some of the specific issues faced by military children? How does moving and/or having a deployed parent affect them emotionally, educationally, and socially? What is the role of the social worker in supporting these kids? What services and resources exist for them?
5. What are some of the financial challenges faced by military families (frequent moves, misuse of credit, disability, one-salary families, etc.)? What are some of the possible financial problems that could arise for these families? What types of financial services would be most useful to them (financial planning, budgeting, etc.)?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Quiz 3

Quiz 3 is located in the Quizzes area and must be completed by 11:59 pm CT on Sunday.

Week 4: Daycare Issues/Family Counseling - 9/9/2015

Readings (Before Class)

- Chapter 6 – Daycare and Educational Settings
- Chapter 7 – Counseling for Families and Children

In Class Activity 4

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 4 (Online)

All discussions take place in the Discussions area of the course. Week 4’s discussion topics are listed under the Week 4 forum. Choose one of the following questions to answer.

1. What are some of the problems involved with the provision of daycare in the United States today? What are some improvements that could be made? In your opinion, what would the perfect daycare system look like? How would it provide services for children to promote healthy development?
2. What are some examples of the trends and shifts in U.S. education that you have witnessed or heard of over the past few years? What is the role of the social worker in this changing landscape?
3. Why do people seek out counseling for their families or children? What attitudes might they have that would inhibit their use of counseling services? What are some ways a counselor can help a resistant client open up to counseling?
4. What are some of the external forces that have shaped trends in counseling? Have you seen the influences of these in your studies or in real-life practice? Is the impact of these external forces negative, positive, or neutral?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Quiz 4

Quiz 4 is located in the Quizzes area and must be completed by 11:59 pm CT on Sunday.

Week 5: Child Abuse & Neglect/Serving the Child’s Best Interest - 9/16/2015

Readings (Before Class)

- Chapter 8 – Protecting Children When Families Cannot: Child Abuse and Neglect
- Chapter 9 – Family Preservation or Child Placement? Serving the Child’s Best Interest

In Class Activity 5

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 5 (Online)

All discussions take place in the Discussions area of the course. Week 5’s discussion topics are listed under the Week 5 forum. Choose one of the following questions to answer.

1. In what ways are today’s children exposed to abuse? List the examples found in the text. What are the effects of this exposure? Expand upon the text by imagining possible outcomes of being exposed to various forms of abuse.
2. What are some of the factors that cause an adult to abuse a child? What role does anger play in these situations? What about support systems (or lack thereof)?
3. How have children been maltreated throughout history? What are some of the early efforts that were made to intervene on behalf of children? How did these efforts influence current protective service provision?
4. What are some of the theories that underlie family preservation services? Which ones do you agree with most? Can you think of cases in which these theories could best be applied? Thinking to the future, what will be necessary if family-based services are to continue and succeed?
5. What are some of the challenges faced by children in foster care and their foster families? How can a social worker help in these situations?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Quiz 5

Quiz 5 is located in the Quizzes area and must be completed by 11:59 pm CT on Sunday.

Week 6: Child Court Services/Teenage Pregnancy - 9/23/2015

Readings (Before Class)

- Chapter 10 – Court Services on Behalf of Children
- Chapter 11 – Teenage Pregnancy and Parenting
In Class Activity 6
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 6 (Online)
All discussions take place in the Discussions area of the course. Week 6’s discussion topics are listed under the Week 6 forum. Choose one of the following questions to answer.

1. In what instances might a family become involved with the juvenile court? Come up with specific examples and discuss how the court might deal with each situation. For each situation provided, discuss how a social worker could best serve the children involved.
2. What are your opinions on the trends in juvenile court? Do you think there should be a separate juvenile court? Should status offenders come under the jurisdiction of the juvenile court? Why? Why not? What should be done with serious offenders?
3. Where in society (in the media, in conversations with others, etc.) do you see evidence that the perception of pregnant teens has changed over the last decade? Give specific examples from real life.
4. What are some of the myths associated with teen pregnancy? Why these myths are incorrect and what harm can they do?
5. Based on what you have read and what you already know about teen pregnancy prevention, make predictions about the future of teen pregnancy prevention. How will it change? In what ways will it stay the same? What new models for teen pregnancy prevention might arise? What might these look like?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Quiz 6
Quiz 6 is located in the Quizzes area and must be completed by 11:59 pm CT on Sunday.

Week 7: Foster Care and Adoption - 9/28/2015 AND 9/30/2015

Readings (Before Class)
- Chapter 12 – Children in Foster Care
- Chapter 13 – The Adoption of Children

In Class Activity 7
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 7 (Online)
All discussions take place in the Discussions area of the course. Week 7’s discussion topics are listed under the Week 7 forum. Choose one of the following questions to answer.

1. Do you know anyone who has lived in foster care? What were some of the specific challenges they faced during this time? Did they eventually get placed with a permanent family? What resources were available to them when they were children in foster care?
2. Under what circumstances do children leave foster care? Where might they go? What are the specific challenges for youths aging out of foster care? What is the role of the social worker in these situations?
3. What is meant by unrelated adoption? What are some of the challenges social workers face when helping children and families in unrelated adoptions?
4. Outline the adoption process. In each step, discuss what might be the feelings of the birth parents, foster parents, adoptive parents, and children. Discuss the role of the adoption worker in this process.

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Term Paper (Online)

Your Term Paper provides you with the opportunity to develop research and writing skills as well as to synthesize knowledge about an issue from our course. Your paper should be in APA format. Additional information, including the scoring guide, can be found in the content area.

The Term Paper must be submitted to the appropriate Dropbox folder by 11:59 pm CT on Sunday.

Quiz 7

Quiz 7 is located in the Quizzes area and must be completed by 11:59 pm CT on Sunday.

Week 8: Residential Settings/What the Future Holds for Our Children – 10/7/2015

Readings (Before Class)

- Chapter 14 – Children in Residential Settings
- Chapter 15 – Our Children’s Future

In Class Activity 8

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 8 (Online)

All discussions take place in the Discussions area of the course. Week 8’s discussion topics are listed under the Week 8 forum. Choose one of the following questions to answer.

1. What are the types of residential settings? What is the purpose of each type? What are some of the potential challenges for social workers working in each setting?
2. Explain the three components of residential care settings. What are some problems that might arise in residential settings and how might they impact each of the components?
3. What are some of the specific challenges faced by children living in residential care centers? What is the role of the social worker in helping them overcome or manage these challenges?
4. What is meant by advocacy for children? How is advocacy performed? What are some opportunities for advocacy in your community?
5. What are some problem areas in the provision of services for children? What types of challenges do these problems pose to social workers and others who work with children? What steps might alleviate these problems? Discuss the role of the social worker in this process.

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Saturday.

Quiz 8

Quiz 8 is located in the Quizzes area and must be completed by 11:59 pm CT on Saturday.
Course Policies

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's Student Conduct Code and Acceptable Use Policy. Students violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Columbia College Student Handbook. The Handbook is available online; you can also obtain a copy by calling the Student Affairs office (Campus Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

Plagiarism

Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the original author. For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

All required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

A plagiarism tutorial is located in the content area of the D2L website. Additionally, work that was completed in a prior course and submitted in the current course will not be accepted.

Non-Discrimination

There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

Disability Services

Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Attendance Policy

Attendance for a week will be counted as having submitted a course assignment for which points have been earned during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as
the period of time between Monday and Sunday (except for Week 8, when the week ends in accordance with the campus end date). The course and system deadlines are all based on the Central Time Zone.

Email

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor. You may forward your Cougar email account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other email providers.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

A hybrid class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

Course Evaluation

You will have an opportunity to evaluate the course near the end of the session. Course evaluations will open on Sunday of Week 5 and will remain open until Thursday of Week 7. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.

Additional Resources

Orientation for New Students

This course is offered online, using course management software provided by Desire2Learn and Columbia College. The Student Manual provides details about taking an online course at Columbia College. You may also want to visit the course demonstration to view a sample course before this one opens.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Helpdesk, or the D2L Helpdesk for assistance. Contact information is also available within the online course environment.

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. The Writing Center can be used for writing assistance in any course.
Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a Connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack under Students->Academics->Academic Resources.