

MSW Program –Child Welfare in Social Work Concentration

Entering Class: **FALL**

PROGRAM OF STUDY

Graduation: beginning **SPRING**

Summer Semester	General (free) electives or required electives from the concentration approved list.
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Child Welfare Concentration – 6 hours core

FALL SEMESTER -

SPRING SEMESTER -

SW #	Section	Course Title	Credit Hours	Taken	Grade	SW #	Section	Course Title	Credit Hours	Taken	Grade
6220		Diversity and Social Justice: Reflexive and Ethical Social Work Practice II	3.0			SW 6302		<i>Child Welfare Practice II: Trauma Focused Intervention Across Ages, Cultures and Settings</i>	3.0		
SW 6301		<i>Child Welfare Practice I: Evidenced-based Practice and empirically supported interventions for trauma in children and adolescents</i>	3.0								
6521		Advanced Field Practicum I	4.0			6522		Advanced Field Practicum II	4.0		

Total Credit Hours _____

Total Credit Hours _____

Note on electives for Concentration and proposed semester:

All students must take one practice class outside their concentration as an elective.

Students may take up to 16 credit hours in any one semester, without requiring pre-approval from the MSW Program Director.

Students in the Advanced Standing program must complete a minimum of 45 credit hours.

Students in the 2-Year Program must complete a minimum of 60 credit hours.

Students must earn a passing grade of C+ or better.

Students must maintain a cumulative 3.0 GPA in order to be in good academic standing.

Types of Practicum Placements: mental health programs serving abused/neglected children and their families, programs serving children in foster care, adoptions services, schools.

SW 6301 Fall	Child Welfare Practice I: Evidenced-based Practice & Intervention for Trauma in Children/ Adolescents Required	3	Through this course, students learn to understand the developmental impact of trauma and adverse childhood events on children and families and the evidence base for protective factors and developmental resilience. Students also learn to recognize the pervasive symptomatology of complex developmental trauma that includes physiological, behavioral and emotional dysregulation – which may result in various DSM diagnoses, including failure to thrive, insecure attachment, problems with attention and focusing, depression, anxiety, speech and learning delays, disruptive or oppositional behavior and vulnerability to substance abuse and addiction. Students learn the Attachment, Self-Regulation and Competency Treatment Framework (ARC) and how to translate these evidence-based practice principles into clinical skills across community practice settings with children, youth and families.
SW 6302 Spring	Child Welfare Practice II: Trauma Focused Intervention Across Ages, Cultures and Settings Required	3	Using an inquiry-based approach to learning, course engages students in analysis of case vignettes, which reflect circumstances, cultures and exposure to trauma. Students apply advanced trauma assessment, intervention and evaluation of practice skills with children, youth and families in their communities and develop knowledge and skills in using the Trauma Systems Treatment approach.
SW 6303 Spring	Leadership: Developing a Trauma Informed Child Welfare System; offered and Required only for IVE program students	3	This course Leadership: Developing a trauma-informed child welfare system is a three credit course intended to prepare social workers for positions of leadership in human service organizations, particularly in child welfare agencies. The course addresses key issues in the human services arena. Child Welfare Agencies across the country are becoming trauma-informed and building systems which are also trauma-informed. Child Welfare and other agencies deal extensively with families, children and adolescents who have experienced trauma. Dealing effectively with trauma is a key responsibility for all of the agencies that are part of the child welfare system. A trauma informed system is one in which all parties involved recognize and respond to vary impacts of traumatic stress on all those involved in the system. It is important that programs and organizations within the child welfare system infuse the knowledge, awareness and skills to deal with trauma into their cultures, policies and practices. An effective trauma-informed system acts in collaboration using the best science to facilitate and support resilience and recovery for every child, adolescent and parent/caretaker in the system. Becoming trauma-informed requires strong leadership.