2015 CSWE STANDARDS

INSTRUCTOR'S GUIDE TO COMPETENCY BEHAVIORS

WITHIN THE TEXT AND RELATED CLASS EXERCISES

# PART II. POLICIES TO MEET HUMAN NEEDS

## Chapter 7. Child Welfare

*Because this entire chapter is built on a focus on human rights, Competency 3a pertains throughout.*

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

The Convention on the Rights of the Child

The CRC in Practice

Systems Theory

Partializing Complex Legislation

The CRC in Practice

First Cluster of Articles: Definition

Second Cluster of Articles: Guiding Principles

Children and Gun Deaths

Third Cluster of Articles: Civil Rights

Children and Corporal Punishment

**Box 7.1 Corporal Punishment: College Students Offer Their Views**

**Box 7.2 Children Maltreatment in the United States, 2013**

Fourth Cluster of Articles: Family Environment and Care

Fifth Cluster of Articles: Health and Welfare

Poverty and the Health of Children

The Effects of Budget Cutbacks

**Box 7.3 Welfare System in South Korea: Family Policies**

Sixth Cluster of Articles: Education, Leisure, Play, and Culture

**Thinking Su**st**ainably**

Gender and School Attendance

Seventh Cluster of Articles: Special Protections and Measures of Implementation

Toward a Future of Well-Being for Children

*Competency 4c*: Use and translate research evidence to inform and improve practice, policy, and service delivery.

*Competency 5c*: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Wall Writers for Children

Summary and Conclusion

Critical Thinking Questions

*Competency 2b*: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

**Individual Exercises**

*Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*

Although federal legislation has provided guidelines defining child abuse and neglect, tremendous variations still exist among the states in these definitions. Using the Child Welfare Information Gateway website located at: <https://www.childwelfare.gov/can/>, students can be directed identify the definitions of child abuse for two different states. Then they can compare and contrast these definitions and explain which they prefer and why. Students can be instructed to read through the UN Convention on the Rights of the Child and see which portions of the document pertain to their findings.

*Competency 4: Engage in Practice-Informed Research and Research-Informed Practice*

Choose one of the U.S. child welfare policies presented in your textbook or that you find from current research. Using the website cited above, research this policy in depth. What ideologies do you identify in this policy? What are the strengths and weaknesses inherent in this policy? How would you revise this policy to insure a nondiscriminatory application that adequately protects children and families? How are minorities and other special groups impacted by the policy?

**Group exercise**

*Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*

Have students read the Convention on the Rights of the Child and consider why the U.S. would not be willing to ratify this document which has been signed by practically all nations. What does it say about violence against children. Consider the practice of physical punishment of children from this standpoint. What are some ethical issues that arise when the child welfare department receives reports of treatment of children that are based on traditional beliefs of a particular culture yet in violation of laws pertaining to child abuse or neglect? Also check out NASW official policy statements concerning physical punishment of children.