

# HSRV-135: INTRODUCTION TO PUBLIC CHILD WELFARE

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## Effective Term

Fall 2026

## CC Approval

12/05/2025

## AS Approval

12/11/2025

## BOT Approval

12/18/2025

## SECTION A - Course Data Elements

### CB04 Credit Status

Credit - Degree Applicable

### Discipline

Minimum Qualifications	And/Or
Counseling (Master's Degree)	And
Nursing Science/Clinical Practice (Any Degree and Professional Experience)	

### Subject Code

HSRV - Human Services

### Course Number

135

### Department

Human Services

### Division

Counseling (COUN)

### Full Course Title

Introduction to Public Child Welfare

### Short Title

Intro to Public Child Welfare

### CB03 TOP Code

2104.00 - \*Human Services

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

C - Clearly Occupational

### Rationale

Update prerequisite.

## SECTION B - Course Description

### Catalog Course Description

This course provides an overview of child welfare services. The course reviews the history, mission, and scope of child welfare services (i.e., prevention, investigation, court process, out of home care, emancipation, and adoption services) and practices. This will include identifying child maltreatment, assessing family needs and strengths and risk. Best-practice interventions for children, youth, and families including assessment, case planning, and case management and prevention services will be explored.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

### Allow Audit

Yes

## Requisites

### Prerequisite(s)

HSRV-120 with a minimum grade of C or better.

## Requisite Justification

### Requisite Description

Course Not in a Sequence

### Subject

HSRV

### Course #

120

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

Requires entry level helping and communication skills.

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## SECTION D - Course Standards

### Is this course variable unit?

No

### Units

3.00

### Lecture Hours

54.00

### Outside of Class Hours

108

### Total Contact Hours

54

### Total Student Hours

162

## Distance Education Approval

### Is this course offered through Distance Education?

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

**SECTION E - Course Content****Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Students will describe how the public child welfare system identifies and serves children and families at risk or victims of child abuse and neglect.

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:	
1.	Examine the historical development of public child welfare system e (i.e., prevention, investigation, out-of-home care, emancipation, and adoption services) as responses to child abuse and neglect.
2.	Identify and explain the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families.
3.	Explain multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, cultural, and environmental factors such as poverty, violence, drug abuse, mental illness, and homelessness.
4.	Describe the role of social workers and other professionals in relation to the courts, and legal issues that affect public child welfare practice.
5.	Analyze the effects of attachment, separation, and placement experiences for the child and their family.
6.	Recognize the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.
7.	Discover resources that assist the families in overcoming abuse and neglect.

**Course Content**

1. Introduction to Family and Child Services
2. Families and children
  - a. Family Life Cycle
    - i. Roles and functions of the family member
  - b. Family systems theory
    - i. Power dynamics, boundaries, subsystems, triangulation
  - c. Culture
    - i. Cultural difference is discipline.
3. The social context of child neglect
  - a. Socioeconomics, violence, drugs, substance abuse, health disparities
  - b. Emotional, temperament, attachment
  - c. Risk and resilience
4. Denying child maltreatment
  - a. Physical
  - b. Sexual
  - c. Emotional
  - d. Neglect
5. The public child welfare and response
  - a. History of the legislation to protect children
  - b. Legal Context
    - i. Welfare and Institutions Code
    - ii. Family Court Hearings
      1. Role of attorney
      2. Court appointment advocate
      3. Role of the judge or commissioner
      4. Court officer
      5. Role of the social worker in court proceedings
  - c. Reporting, investigation, and response

- d. Documentation
  - i. Legal documents, record keeping, case planning
- 6. Family preservation or child placement
  - a. Making Rational, unbiased, objective decisions
  - b. Decision to place
  - c. Consequences for the child, for the parents
  - d. Concurrent planning
  - e. Alternatives to foster care
- 7. Foster Care System
  - a. Role of the foster parents
  - b. Foster care family agencies
  - c. Group homes
  - d. Specialized placements
- 8. Adoption/Permanency Planning
  - a. Termination of parental rights
  - b. Adoption services
  - c. Legal impact of adoption
- 9. Special Populations
  - a. Victims of domestic violence
  - b. Indian Child Welfare
  - c. LGBTQ Substance Abuse
  - d. Mental Illness
  - e. Corrections
  - f. Juvenile Justice
- 10. Interventions
  - a. Case planning
  - b. Case management
  - c. Interventions for parents
  - d. Interventions for children and adolescents
  - e. Trauma-Informed Treatment
  - f. Independent living skills
- 11. Prevention and Reducing Risk
  - a. Psychoeducation
  - b. Parenting classes/educational system
  - c. Community-based prevention services

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Activity	
Critique	
Discussion	
Lecture	
Visiting Lecturers	

### Online Adaptation

Types	Examples of learning activities
Discussion	
Group Work	
Journal	
Lecture	

### Instructor-Initiated Online Contact Types

- Announcements/Bulletin Boards
- Chat Rooms
- Discussion Boards

E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

#### **Student-Initiated Online Contact Types**

Chat Rooms  
 Discussions  
 Group Work

#### **Course design is accessible**

Yes

### **Methods of Evaluation**

#### **Methods of Evaluation**

<b>Types</b>	<b>Examples of classroom assessments</b>
Exams/Tests	Final Exam Mid Term
Quizzes	
Projects	Research
Essays/Papers	
Oral Presentations	
Simulation	
Class Participation	
Homework	

### **Assignments**

#### **Reading Assignments**

Students will be required to read the textbook and specific articles related to the Human Services population.

Example 1: Read a child welfare article and write a chapter summary.

Example 2: Review a website and write a summary.

#### **Writing Assignments**

Students will be required to submit writing assignments, journal entries and written assignments from the text, which will include problem-solving.

Example 1: Chapter Reviews

Example 2: Discussion Boards

#### **Outside-of-Class Assignments**

Additional assessment techniques include but are not limited to a research paper, journal entries, group participation, role-plays, and classroom presentations.

## **SECTION F - Textbooks and Instructional Materials**

#### **Material Type**

Textbook

#### **Author**

Mignon, Sylvia I.

#### **Title**

Child Welfare in the United States-Challenges, Policy, and Practice

#### **Publisher**

Springer Publishing Co.

#### **Year**

2017

**Material Type**

Textbook

**Author**

Crosson-Tower, Cynthia

**Title**

Exploring Child Welfare: A Practice Perspective

**Edition/Version**

7th

**Publisher**

Pearson

**Year**

2018

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**Material Type**

Textbook

**Author**

Hanna, M.D., McRoy, R., Fong, R.F.

**Title**

Introduction to Child Welfare: Building a Culturally Responsive, Multisystemic, Evidence-Based Approach

**Publisher**

Cognella Academic Publishing

**Year**

2020

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**SECTION G - Diversity, Equity and Inclusivity**

**How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

Needs DEI statement

**Course Codes (Admin Only)**

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No