

Case study assignment



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The course emphasizes the family as the basic unit of development and reciprocal influences between people and their environment. These influences are discussed within the context of social factors, societal, Institutional, familial and biophysical forces. The interactions between family, individuals and environment form the foundation to the ecological approach to human development. Workers in the child welfare system must take all of this into consideration as they provide service to clients. The course is focused on issues that deal with the development of the self in an ecological context, with specific attention to the study of the individual and family in the child welfare system. Emphasis is placed on the family as the basic unit of development and reciprocal influences between people and their environment. This applies to all HUBS curricula which may or may not be linked to the child welfare system. In those instances where this is linked to the child welfare system the focus IS placed on life experiences and lifestyles of persons in vulnerable populations and at risk for crises, conflicts and dysfunction.

Consideration is given to the capacity of errors to use organizational and community resources to improve their own and the community life in response to mezzo and macro system forces. Integrating Child Welfare Practice Across the Social Work Curriculum 3 Relevance tot this Case Study to this Course A case study will be used to highlight relevant themes that have particular meaning to the study of human behavior. The case will enrich and expand the study of didactic course material. This will help the student to make connections between the Child welfare system and the study of human behavior.

The ANNA M. CASE is of reticular relevance because of the focus on the safety of the children and caretakers. The vulnerability of the family is related to clarity of the balance between the risks and resources of the family and the environment. C. Specific Learning Objectives Related to Using this Case in this Course At the conclusion of the course, students will demonstrate: Knowledge of the human condition in an ecological context. Knowledge of the impact of domestic violence on the developmental functioning of the person, both children and adults.

Knowledge of the ecological view of person-in-environment through the study of the Emily, respective individuals, biological and psychological factors, as well as other socio-cultural factors in human growth and development. Understanding the development of the family and the individual across the life cycle. Developing an understanding of high risk situations with the ability to identify, report, assess and intervene in situations of domestic violence, child abuse and neglect. An understanding of the micro, mezzo and macro systems as they relate to human growth and development, with a particular focus on case issues.

D. Overview of this Teaching Guide 1 . One specific case example will be used to integrate all didactic HUBS material Nothing the context of service delivery in the Child Welfare System. 2. The course is structured such that the case example is used as the window into the understanding of issues involved in services of the Child Welfare System, identification and evaluation of risks in micro, mezzo and macro systems that necessitate child welfare intervention. Reaching methods include didactic lectures, small group exercises and written assignments.

Evaluation of students' mastery of the material will include: 1 . Student writing a Meekly Reflective Journal, entries will be responded to by the professor weekly. This helps the student to process the material that is being taught and provides for the professor an indication of how well the Integrating Social Work Curriculum Child Welfare Practice Across material is understood and the opportunity to provide supportive material in weak areas. At the end of the semester the students will review their Journal and analyze the development of their knowledge base, their practice skills and professional self. . Small Group Exercises and Role Play: Student participation and evidence of their capacity to articulate didactic information from readings and application of same to the case situation. 3. Written Work: Possibly 2 short papers and one in depth Final Paper. Short papers are (a) History of Child Welfare in USA, NYC including identification of basic services to children and families. The second paper might be (b) "Circumstances that Suggest the Need for Child Welfare Involvement" or "The Role of Social Work in Child Welfare" or "Principles Upon Which Child Welfare Practice is Developed".

Teaching methods: a. Initial lecture on micro, mezzo and macro systems; appropriately identifying and placing the family, extended family, community, school, legal system, child welfare system, community resources, policies, culture and values in each of the respective major systems. B. Lecture on family development and stages of family development. C. Individual self in the context of family and environment: students will be given assigned readings and class will discuss normative development using different theoretical perspectives. (See Appendix A. Faculty will then

facilitate a discussion of each Individual in the family and their developmental stage at the time of the child welfare involvement. Included in this discussion would be definition and identification of risk actors. The class will be divided into 2 small groups to discuss the stage of family development in the ANNA M. CASE. One group will focus on the normative developmental risks in the family, I. E. Marital relationship, developmental demands of each child, individual pressures on each parent, cultural values and beliefs.

The other group will focus on the normative necessary resources needed to meet the demands of a developing family, ii. , capacity of each adult to parents the children, opportunity for each adult to meet own needs in terms of interests and occupation, opacity of each adult to participate in a healthy give-and-take relationship, capacity of each adult to recognize and respond to the developmental needs and safety of each child. Class as a whole will then discuss the ANNA M. CASE in terms of the balance of risks and resources and how this informed the resultant behaviors. D.

Nature of individual self and development: Class will be given assigned readings prior to class session. Class will be divided into 4 small groups; each group will Choose a family member in the ANNA M. CASE for whom the group will act as advocate. Each group will present to the rest of the class a history of the case in relation to the specific issues of domestic violence, normative development, child safety, level of child welfare involvement needed, services recommended and needs of the individual. This requires a deep understanding of the person, issues and child Unlearn. . Assessment of self and family in relation to all systems: students will have prior assigned

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readings before this session. Session will emphasize the structure and process of child welfare involvement. Faculty will facilitate a discussion of the level of assessment needed at each point of contact. A student will function as narrator describing the child welfare agency and responsibilities, as well as activity and action in the case. Each point of contact and assessment will be presented by student dyads and groups in the form of role play.

After each role play, the narrator and faculty will summarize strengths and Insaneness, risk factors in the system, possible impact on normative development and functioning, needs of each Integrating Child Welfare Practice Across the Social Nor Curriculum individual and family as informed by the assessment and identify questions and issues that require further assessment. 4. Materials: Materials needed are the copies of the case examples. 5. Supporting readings: See attachments of appendix and references. 5.

Evaluation plan: Students will develop an ability to apply the didactic material to case situation, develop role plays and evaluate the experience in writing and a narrative reflective process. 3. Strategy Two: Domestic Violence and Assessment 1 . Areas/issues of the case to be highlighted: Major issue to be highlighted is domestic violence and evaluation in the child welfare system. 2. Timing within the semester: This strategy might occur in the second half of the semester. 3. Teaching methods/ activities: reaching method will include lecture, discussion and role play. A.