

DUE NOVEMBER 15 NO LATER THAN 5PM! A.reillysandoval@csupueblo.edu or give to Pat Higginbotham in GCB310A

**Application for Child Welfare Stipend
Department of Social Work
Colorado State University-Pueblo**

COVER PAGE – BASIC INFORMATION

This application must be completed in addition to the application for admission to the field experience in the social work major. The following criteria must be met:

- Applicants must be admitted to the social work major;
- Applicants must be ready for the first series of fall semester 300-level courses;
- Applicants must sign an informed consent acknowledging understanding of the expectations of and parameters surrounding the child welfare stipend;
- The application will include a practice scenario response;
- Applications are due by November 1 of the fall semester, to be followed by a formal interview no later than February 1 of the fall semester of their junior year;
- Applicants must demonstrate an interest in child welfare, such as shadowing experiences, volunteering for children's organizations, research into foster care/adoptions, etc., so that the practice field is the goal, not the stipend;
- Priority will be given to those who are bilingual in a desired language, which may vary by region;
- Applicants will be interviewed by a committee made up of faculty and current caseworkers or child welfare agency staff;
- Applicants will be rated by faculty members using a rubric developed from the child welfare competencies and including general characteristics such as timeliness, quality of work, maturity, etc.; students will be given this feedback;
- Only students who are ready for concurrent field can take advantage of the stipend opportunity;
- Applicants must be able to pass security clearance screens for work with children, including but not limited to background checks from the CBI, FBI for students in co for less than 2 years, driving records, and any other background checks required by the county DHS where the student applies to work;
- The amount of the stipend per student will vary according to the full award amount received by CSU-Pueblo and by rural/urban distinction;
- In addition to the generalist curriculum of the BSW, applicants will be expected to take electives in child welfare, rural social work, case management, trauma, and should choose other electives from the following selections:
 - Abnormal psychology
 - Child and adolescent development
 - Marriage and families and/or family violence
 - Public policy
 - Social psychology
 - Nationalism and ethnic conflict and/or immigration
 - States', citizens', and human rights
 - Minority and ethnic relations and/or race relations
 - Other electives approved by department chair or field education director and
- **Applicants must agree to work for at least 1 year in a child welfare agency or repay all stipend monies received.**

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Applicant's Name:	Year of study: Junior Senior
I am admitted to the social work major: Yes No	I am ready for concurrent field: Yes No
I am in good academic standing: Yes No	My cumulative GPA is:
I have the following experiences or coursework demonstrating that I have an interest in child welfare as a field of practice:	
In addition to English, I speak/write/read the following languages:	
I agree to the following stipulations of the child welfare stipend process: <ul style="list-style-type: none"> Assessment by department of social work faculty members using a rubric developed from the State of CO child welfare competencies and general character criteria; Face-to-face interview by a committee made up of department of social work faculty members, State of CO child welfare stipend personnel, and current child welfare practitioners and/or agency directors; Work in a child welfare setting in state agencies for at least one year if I receive a child welfare stipend <u>OR I must repay all stipend monies received;</u> Keep department of social work informed of my current contact information, before and after graduation with my BSW degree; Security clearances as required by the agency and/or State of Colorado; 	
I have attached my response to the child welfare scenario required in this application: Yes No	
<div style="display: flex; justify-content: space-between;"> Signature: Date: </div>	

CHILD WELFARE ESSAY

Write an assessment of one of the individuals in the following case scenarios. You must use 12 point font, Times New Roman, 1" margin on all sides, and number your pages. If you use outside sources, you must use in-text citations and provide a Reference page, according to APA style, 7th edition. *Use systems theory as your primary model as you develop your assessment.*

The following points must be addressed in your assessment:

1. Child development issues
2. Parental issues
3. Child care issues by other than parents
4. Ethical concerns
5. Mental health challenges
6. Physical health risks
7. Addiction issues
8. Apply risk assessment for child abuse, neglect, or child sexual abuse
9. You must rank order these cases in the order in which you would respond to them in the "real world" and, please emphasize the "why" in your ranking decision.

CASE A.

The oldest child in the family was Raymond, 8. His sister, Toni, was 7, and baby Audrey was just 3 months old. The family was a "blended" family and consisted of the birth mother, her husband and the children. The mother's name was Edith, and Raymond and Toni were children from her first marriage. She and the step-father, Ed, has been married for 2 years. They lived in a 2-bedromm house in a town of approximately 5,000 residents. The family could probably best be described as being a working class family. Both parents had high school educations. The mother worked as a waitress in a café in town, and the father worked at a milling factory on the outskirts of town. Raymond was in the third grade, and Toni was in the 2nd grade. The children were referred to the school nurse for various reasons. Both children had frequent absences from school. Both of them were very thin and in need of bathing. Their dental hygiene was lacking. Raymond was very aggressive on the playground and was in frequent fights, thus spending a great deal of time in the principal's office. Toni was very quiet, almost withdrawn. She sat hunched over or sat with one of her legs under her and rocked back and forth. She exhibited anxiety when the lights were turned down for movie or television viewing in the classroom. Raymond had learning difficulties. He had trouble with reading comprehension, had difficulty in math, and was struggling in science class. He did well in physical education. He was large for his age and could be a bully. Toni did well in school overall, and received mostly A's and B's. She was very shy, though, and refused to participate in activities at recess, in music class, and in PE, had difficulty participating in physical activities. She preferred watching. In addition, Raymond had told a little girl on the playground that he'd really like to have her suck his "pee-pee." The school nurse referred the family to social services.

CASE B.

Bette was referred to the school social worker because she became absolutely hysterical when the teacher turned the lights down to watch movies. The teacher would always have to sit by her and comfort her. Bette was in kindergarten. During one of these sessions, the teacher thought that she saw a bruise on Bette's cheek. Bette was a very pale child with iridescent white skin. She was so pale that her veins were visible. The school social worker spoke with Bette. When Bette put her hand to her cheek and put her hair behind her ear, the school social worker saw the imprint of a hand across Bette's cheek. The finger marks were quite visible. The bruising was in various stages of petechiae and yellows, greens and purple. Without causing Bette undue anxiety, the social worker reached over and put the hair on the other side of Bette's cheek behind the ear. She observed the same sort of marks there, but it seemed to be more recent. Bette's ear was very, very purple and blue. The marks of the fingers extended to the side of Bette's head. When the school nurse told the elementary school principal, he refused to report the family because he knew the father who was "a military man" and wouldn't think of anything like that."

Besides, he said that Bette was so pale she probably bruised easily. The school social worker referred the case to her supervisor who reported to social services.

CASE C

Lila was 15 and was referred to the school nurse because of frequent infections, absenteeism, and very provocative behaviors with the male teachers with whom she came into contact. The nurse learned that Lila's mother was divorced and she had a live-in-boyfriend. He and her mother worked opposite shifts. Lila was frequently alone with the boyfriend, Earl, while her mother was working. Lila has frequently been on prescribed medications for UTIs. She told the school nurse that she was sexually active with her boyfriend, Zach. When the nurse spoke with Lila, Lila appeared very despondent. She had just broken up with Zach and said she was trying to get a new man fast to fill his place. She wanted an older man---someone who "really knew what he was doing." She denied having any suicidal thoughts. She just said she was really lonely because now the only person she ever talked to outside school was Earl. She didn't have any friends of her own---only friends of Zach's who now wanted no part of her. She denies drug usage and alcohol consumption, but she does admit to smoking. She babysits sometimes for the 3 kids who live next door to her. The nurse reported the family to social services.