### Course Information

**Semester/Year:** Fall 2015  
**Course Title:** Treating parent-child relationships  
**Course Prefix/Number/Section:** SOCW 6370-001 002  
**Instructor Name:** Jan Finch, LCSW-S, BA, MSW, PhD  
**Faculty Position:** Assistant Professor in Practice  
**Faculty Profile:** N/A  
**Office Number:** B113  
**Phone Number:** 214-289-5201  
**Email Address:** finch@uta.edu  
**Office Hours:**  
**Day and Time of Class (if applicable):** Online  
**Location:** Online  

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: [https://elearn.uta.edu/webapps/login/](https://elearn.uta.edu/webapps/login/)

### A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

Treatment strategies and evaluation methods and research findings relevant to the treatment of parent-child relationships; review of existing parent training literature and commercially available parenting programs. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

### B. Measurable Student Learning Outcomes:

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.
Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

1. Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.


Educational Policy 2.1.10(c)—Intervention

1. Advanced social workers in Children and Families will be able to describe causes (empirically validated and theoretical), advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

1. Advanced social workers in Children and Families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.

Student Learning Outcomes:

By the end of the semester, students should be able to demonstrate the following knowledge areas in their class assignments, writing assignments, examinations, and group projects:

1. Develop critical thinking and assessment skills with children and families. Ed Pol 2.1.3.1; 2.1.10(b).1
2. Develop and integrate into practice useful skills in working with parent child relationships. Ed Pol 2.1.2.1; 2.1.10(a).1; 2.1.10(b).1; 2.1.10(c).1; 2.1.10(d).1
3. Encourage and synthesize into clinical thinking a broad overview of treating parent child relationships within a social work context. Ed Pol 2.1.3.1

C. Required Text(s) and Other Course Materials:


D. Additional Recommended Text(s) and Other Course Materials:

As listed on Black Board.

E. Major Course Assignments & Examinations:

1) Class participation in Discussion Boards will count for 150 points, maximum of 15 points each of 10 graded posts. Participation includes responding to weekly class discussions and responding to one other student’s posting

Entries must be proofread and cite sources of information. APA style is not required for posts.

2) Quizzes: Two quizzes will be given during class this semester. The exams will cover assigned readings, discussion boards, and class exercises. The format for the exams will be short answer and multiple choice.

**Quiz # 1**: covers material from Week 1 through Week 6 (due Week 7)

**Quiz # 2**: covers material from Week 7 through Week 14 (due week 15)

Quizzes will account for 50 points each = 100 points total

3) Paper: Students will examine how parent-child interactions and parenting styles influence parenting decisions and behavior of children in a family the student has observed and interviewed. The family cannot be related to the student. The student will be expected to apply concepts studied to actual experiences of the parent(s) interviewed by:

- completing an ecomap or genogram
- completing a comprehensive psychosocial assessment of the family
- summarizing the core parental beliefs, family “themes” and approaches to child rearing
- assessment of the parent(s) and the child
- the development of therapeutic goals
- the interventions/techniques to be utilized during treatment, (both with the child individually and the family as a whole) and the rationale for using those approaches with this particular family, identifying the Evidence Based Practice used.
- an evaluation of approaches used to determine practice effectiveness.

- 10-12 pages long, not including cover page, double spaced 12 point font, APA style. Paper will count for 250 points (Due Week 12)

F. Grading Policy
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>100% – 90%</td>
<td>450 – 500</td>
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<tr>
<td>B</td>
<td>89% – 80%</td>
<td>400 – 449</td>
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<tr>
<td>C</td>
<td>79% -- 70%</td>
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<tr>
<td>D</td>
<td>69% -- 60%</td>
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<td>F</td>
<td>299 or less</td>
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**Note:** Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

**G. Make-Up Exam or Assignment Policy:**

Late assignments: Late assignments are not accepted. Due dates are posted in the syllabus.

Any extensions must be requested before the due date of the assignment and are subject to instructor approval.

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

**Attendance:** Students must check their e-mails and Blackboard daily.

**I. Course Schedule:**

Week 1: Topic: Introductions, course overview, expectations, and assignments.
Readings: Syllabus and examine Blackboard Student Resources, Rubin Appendices 1 &2
Discussion Question 1 Due Sept 6 midnight

Week 2: Topic: Infant Mental Health
Electronic readings:

Textbook: Rubin, Chapter 1

Discussion Question 2 Due Sept 13 midnight

Week 3: Topic: Assessment of Parent-Child Relationships and Treatment Planning

Textbook: Rubin, Chapters 2-3

Discussion Question 3 Due Sept 20 midnight

Week 4: Topic: Impact of Parental Substance Abuse on Child Development/ Parent-Child Relationships
Electronic readings:
Mindful Parenting

Textbook: Rubin, Chapters 13-14

Discussion Question 4 Due Sept 27 midnight

Week 5: Topic: Attachment Theory, the Caregiving Relationship, Promoting Nurturing
Discussion Question 5 Due Oct 4 midnight

Week 6: Topic: Treatment Approaches
Readings: Rubin Chapters 5, 6, & 7
Electronic readings: Parent-Child Interaction Therapy
Discussion Question 6 Due Oct 11 midnight

Week 7: Topic: Treatment Approaches
Readings: Rubin Chapters 11-12
Discussion Question 7 and Quiz 1 Due Oct 18 midnight

Week 8: Topic: Treatment Approaches
Readings: Rubin, Chapter 8
Discussion Question 8 Due Oct 25 midnight

Week 9: Topic: Treatment Approaches
Readings: Rubin 16
Discussion Question 9 Due Nov 1 midnight

Week 10: 10-29-08 Topics: Culturally Sensitive Treatment, Treating Children With Uncommon Needs
Electronic readings: Welcome to Holland
Discussion Question 10 Due Nov 8 midnight

Week 11: Topic: Therapeutic Work With Adolescents
Readings: Rubin, Chapters 4, 15,18
Discussion Question 11 Due Nov 15 Midnight

Week 12: Topic: Understanding the Impact of Childhood Maltreatment
Readings: Rubin, Chapters 17, 19, 20
Discussion Question 12 and Paper due Nov 22 midnight

Week 13: Topic: Working With Traumatized Children & Teens
Discussion Question 13 Due Nov 29 midnight

Week 14: Topic: Working With Traumatized Children & Teens
Readings: Rubin Chapters 9-10
Electronic readings: What is child traumatic stress?
12 Concepts for Understanding Traumatic Stress Responses in Children and Families
TFCBT on-line—use this link to start an on-line training http://tfcbt.musc.edu/
Discussion Question 14 Due Dec 6 midnight

Week 15: Topic: Course wrap-up
Discussion Question 15 and Quiz 2 Due Dec 13 midnight

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:


L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student
Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

Library Home Page................. http://www.uta.edu/library
Subject Guides....................... http://libguides.uta.edu
Subject Librarians................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List....................... http://www-test.uta.edu/library/databases/index.php
Course Reserves..................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog..................... http://discover.uta.edu/
E-Journals............................ http://utalink.uta.edu:9003/UTAlink/az
Connecting from Off-Campus........ http://libguides.uta.edu/offcampus
Ask a Librarian..................... http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid
administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aaoffice/).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX“ such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101,

S. Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database
anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**U. Final Review Week:**

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.