



**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Semester/Year:** Summer 11-week 2017

**Course Title:** Direct Practice with Children and Families

**Course Prefix/Number/Section:** SOCW 5362-002/004

**Instructor Name:** Ericka Robinson-Freeman, LMSW

**Faculty Position:** Assistant Professor in Practice

**Faculty Profile:** <http://www.uta.edu/profiles/ericka-freeman>

**Office Number:** SOCW Bldg A, 101F

**Phone Number:** 817-774-8420

**Email Address:** [erickarobinson@uta.edu](mailto:erickarobinson@uta.edu)

**Office Hours:** By appointment only.

**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/>

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

This second year required course for family and children focuses on direct social work practice with children and their families. The rationale for the course is that in many settings, social workers often are the first, and sometimes the only, helping professionals available to provide services to troubled and troubling children. Social workers, therefore, need a core base of assessment and intervention skills to work effectively with a variety of problems that children, parent(s) and family members commonly encounter. Assessment of children's problems is understood in the context of human development, both of the individual child, their parent(s) and family, as well as of the larger systems in the changing environment. An integrative bio-psych-social framework, drawing particularly on a strengths and competency perspective is used to assess and intervene with children's problems and difficulties.

**B. Measurable Student Learning Outcomes**

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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 2.1.6 - Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Children and Families**

Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.

Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.

**Educational Policy 2.1.10(a-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**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.

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 challenges;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.

### **Educational Policy 2.1.10(c) - Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, 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.

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.

### **C. Required Text(s) and Other Course Materials**

Henderson, D.A., & Thompson, C. L. (2016). Counseling Children. New York: Cengage Learning. 9th edition. ISBN: 978-1-285-45772-7

McCashen, W. (2005). The strengths approach: A strengths-based resource for sharing power and creating change. Bendigo, AU: Innovative Resources.

Selekman, M. (2010). Collaborative Brief Therapy With Children. (2010). New York: Guilford.

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

N/A

## E. Major Course Assignments & Examinations

### A-30%-Final Exam -

This final exam is comprehensive, testing students on a majority of the material covered in the course. The exam is not timed. A study guide will be posted for this exam. Students may start and stop the exam as often as needed. **The final exam is due by the end of the day (11:59 p.m.), Monday, August 14, 2017.**

This exam meets core competency 2.1.3 sub points 1 and 2; core competency 2.1.10 A sub points 1-3; core competency 2.1.10 b sub points 1-4; core competency 2.1.10 c sub points 1-3

### B- 30% Academic Paper-

Students are to review a major issue in the field of practice with parents and children. Students are to choose a particular parent/child "concern" you might see in practice, review the literature that has a focus on theory and evidence, and express implications and recommendations for social work with children and families. Additional information on the assignment, as well as a grading rubric, will be posted on Blackboard. The paper is to be uploaded to Blackboard in SafeAssign and is **due by the end of day (11:59 p.m.), Saturday, July 15, 2017.**

This academic paper core competency 2.1.6. sub points 1-2

### C- 20%-Trauma Focused Training

Students will complete the Trauma Focused Cognitive-Behavioral Therapy web course offered by the Medical University of South Carolina. Go to <http://www.musc.edu/tfcbt> and follow the log in instructions and complete the course. Students will find this web training invaluable. Students will upload to Blackboard a copy of their training certification/CEU. Along with the training certification, students are to find and summarize two recent empirical articles that use such an approach. **This assignment is due by the end of day (11:59 p.m.), Saturday, August 5, 2017.**

This Trauma Focused Training meets core competency 2.1.3 sub points 1-3; core competency 2.1.6 sub points 1-2 b, sub points 1 and 2 ; core competency 2.1.10 c, sub points 2 - 3

### D -20 % - Discussion Boards

Students are to answer the question posted for each of the required discussion boards. In addition, students must respond to at least two postings of their classmates'. **There will be 5 Discussion Boards.** In order to earn the full points in any given session, students must meet the following criteria:

1. Respond to at least one new discussion board question and comment on two postings from classmates.
2. Demonstrate thoughtfulness and effort in your responses.

Note: **Discussion Boards begin on Sundays at 12 a.m. (start of day) and end on Saturdays at 11:59 p.m. (end of day).** I encourage you to respond to other students' postings and to participate in more than the minimum number of discussions required, as participation will generally enhance your understanding of the material as well as your overall experience in the course.

## F. Grading Policy

All papers must be grammatically correct using APA style. Papers with many grammatical errors, high SafeAssign scores, and misspellings will not receive a satisfactory grade. The grading for this course is as follows:

5 Discussion Boards	20% of Final Grade
Trauma Focused Training	20% of Final Grade
Major Paper	30% of Final Grade
Final Exam	30% of Final Grade

90 and Above =A

80 - 89.9 = B

70 - 79.9 = C

60 - 69.9 = D

Below 60 =F

A grade of incomplete will not be given for this class.

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; see "Student Support Services," below.

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

You will not be permitted to "make-up" an exam. Late assignments (including discussion boards) are strongly discouraged. There will be 10 points (total) deducted for late papers and discussion boards. No paper or discussion board will be accepted after 5 days following the due date. It is your responsibility to ensure that your work is completed on time and submitted correctly. Please do not wait until Saturday evening to submit your assignments for the week, as I will not be able to assist you if there is a problem with Blackboard or internet settings.

#### **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,

*Although there is no "attendance" grade, regular access to the course on Blackboard is expected. In borderline grade situations, Blackboard access will count at the professor's discretion. Actions that undermine your participation and compromise the online learning community, such as disrespectful communication in discussion boards, will negatively affect your grade.*

#### **I. Course Schedule:**

Session/Dates	Assigned Readings	Material Due
1 : 6/5- 6/10	Watch introductory video. Review syllabus. Purchase Textbooks.	<b>Complete online profile.</b>
2: 6/11 - 6/17	<b>McAshen Text: Chapters 1-3</b> Chapter 1: A philosophy for Practice Chapter 2: Power Over Chapter 3: Power With	<b>Discussion Board 1 Due</b>

3: 6/18 - 6/24	<b>McAshen Text: Chapters 4-6</b> Chapter 4: Process and Skills of The Strengths Approach Chapter 5: Tools for Strengths-Based Practice (with children and families) Chapter 6: Implications for Service Delivery	
4: 6/25 - 7/1	<b>McAshen Text: Chapters 7-9</b> Chapter 7: Parallel Practice Chapter 8: Doing Strengths-based Supervision Chapter 9: Strengths-Based Community Building	<b>Discussion Board 2 Due</b>
5: 7/2 - 7/8	<b>Selekman Text: Chapters 1-3</b> Chapter 1: A collaborative strengths-based approach with children Chapter 2: The collaborative strengths-based family assessment Chapter 3: Interviewing for change: Co-creating compelling future realities with children and their families	<b>Discussion Board 3 Due</b>
6: 7/9 - 7/15	<b>Selekman Text: Chapters 4-7</b> Chapter 4: Guidelines for Therapeutic Experiment Chapter 5: Family Play and Art Therapeutic Experiments Chapter 6: Bringing out the best in Children Chapter 7: Optimizing Therapeutic Cooperation	<b>Major Paper Due 7/16</b>
7: 7/16 - 7/22	<b>Selekman Text: Chapters 8-10</b> Chapter 8: Conversations with larger systems Chapter 9: Building bridges from school to home Chapter 10: Partnerships with Pediatricians	<b>Discussion Board 4 Due</b>
8: 7/23 - 7/29	<b>Henderson Text: Chapters 2,3,4</b> Chapter 2: Developmental and Cultural Consideration Chapter 3: The Counseling Process Chapter 4: Ethics	<b>Discussion Board 5 Due</b>
9: 7/30 - 8/5	<b>Trauma Focused Intervention</b> <a href="http://www.musc.edu/tfcbt">http://www.musc.edu/tfcbt</a>	<b>Trauma Training Due 8/6</b>
10: 8/6 - 8/12	<b>Henderson Text: Chapters 12, 13, 15</b> Chapter 12: REBT Chapter 13: CBT Chapter 15: Family Counseling	
11: 8/14	Review study guide. Complete Final Exam.	<b>Final Exam Due 8/14</b>

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.

### 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

See BSW Program Manual at: <https://www.uta.edu/ssw/documents/bsw/bsw-program-manual.pdf>

Or MSW Program Manual at: <http://www.uta.edu/ssw/documents/msw/msw-program-manual.pdf>

### 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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://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 1-800-2-3-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 Andy Herzog. His office is in the campus Central Library. He may also be contacted via E-mail: [amherzog@uta.edu](mailto:amherzog@uta.edu) or by office telephone: **(817) 272-7517**. 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.uta.edu/library/help/subject-librarians.php>  
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>  
Library Tutorials ..... <http://www.uta.edu/library/help/tutorials.php>  
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 individuals with disabilities.

#### 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://www.uta.edu/aao/fao/>).

#### P. Disability Accommodations

UT 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)*, *The Americans with Disabilities Amendments*

*Act (ADAAA), and Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

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](http://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 does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://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, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

## **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**

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>.

#### **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.