



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2017

Course Title: Social Work with Children and Families

Course Prefix/Number/Section: SOCW 4310-001

Instructor Name: Ericka Robinson-Freeman, MSW/LMSW

Faculty Position: Assistant Professor in Practice

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

Office Number: SOCW Bldg A, 101F

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Email Address: erickarobinson@uta.edu

Office Hours: By appointment only.

Day and Time of Class (if applicable): T/TH 11 a.m. - 12:20 p.m.

Location: SW BLDG A #219

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.
Blackboard: <https://elearn.uta.edu>

A. Description of Course Content

A critical examination of social policies, research, and practices impacting at-risk children and families in child welfare, child mental health, and school settings. Emphasis is placed on the role of the social work practitioner in enhancing the well-being of children and families in contemporary society. Prerequisites: SOCW 3301, SOCW 3302, and SOCW 3304.

B. Student Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

- Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.
- Advanced social workers in children and families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

Competency 2: Engage Diversity and Difference in Practice

Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Advanced social workers in children and families recognize the stigma and shame associated with “family

dysfunction.”

- Advanced social workers in children and families recognize disparities in the distribution of resources across families.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- Advanced social workers in children and 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.

Competency 5: Engage in Policy Practice

- Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families.
- Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Advanced social workers in children and families effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.
- Advanced social workers in children and families will be able to understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Advanced social workers in children and families use multidimensional bio-psycho-social-spiritual assessment tools.
- Advanced social workers in children and families assess the quality of interactions between family members within their social environment.
- Advanced social workers in children and families will be able to compare and assess the various etiology and interventions relevant to children and families.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 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 for a variety of problems that affect children and families.
- Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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 Textbooks and Other Course Materials

Collins, D., Jordan, C., & Coleman, H. (2013). *An introduction to family social work* (4th ed.), Belmont, CA: Brooks/Cole.

D. Additional Recommended Textbooks and Other Course Materials

Additional readings and videos will be posted on Blackboard. Students will not need to purchase any course material other than the assigned textbook.

E. Descriptions of Major Assignments and Examinations

20%- Participation: In Class Activities and Online Discussions

Students should actively participate in online discussion boards and in-class activities. While there is no attendance grade for this course, participation in class during assigned activities cannot occur if the student is absent! Regular attendance is strongly encouraged. There are discussion boards available in most modules. Students are to select 10 discussion boards in which to participate. Full participation means both posting a response to the discussion question *and* responding to at least 2 posts from classmates. Discussion Boards may be accessed from their link in each module or in the tab "Discussions" on the Blackboard navigation center. All discussion boards must be completed by the end of module 15.

See also the "Assignments" link on Blackboard.

This assignment is worth 20% of the final grade.

This assignment meets competencies 1, 2, 3 and 5.

20% - Online Trainings

Students are to go to www.Txhealthsteps.com and register for access. Registration is free and requires only that the student selects a user name and password.

Once registered, students will take 5 of the 6 below listed online continuing education courses. Each course is brief and provides supplemental training on direct practice skills with children and families.

- *Adolescent Substance Abuse*
- *Identifying and Treating Young People with High Risk Behaviors*
- *Interpersonal Youth Violence*
- *Childhood and Adolescent Depression*
- *Childhood Trauma and Toxic Stress*
- *Recognizing, Reporting and Preventing Child Abuse*

Students are to follow all instructions related to completing the course. In addition to the completed trainings (as evidenced by course completion certificates) students will write a one paragraph summary for each course. This paragraph should demonstrate new or clarified knowledge gleaned from the training. Students may compile the paragraphs and submit them on 1 Word document. The paragraph summaries and the 5 completion certificates should be uploaded to the drop box in module 6. See also the "Assignments" link on Blackboard.

This assignment is worth 20% of the final grade.

This assignment meets competencies 1, 3, 4, 6 and 7.

30% - Case Study Group Presentation

Students, working in groups, will be assigned a case study. Each study highlights a particular concern when working with children and families. Students will read the case study in entirety and answer all questions embedded in the study, presenting to the class a power point, prezi, or poster demonstration of the responses. Students will then show the class a brief role play or video that depicts the actions taken by the social worker while working with the family. Actions could (but are not exclusive or limited to) include preparation, engagement, assessment, exploration of culture, intervention with family.

In addition, students must submit a evaluation form denoting the efforts demonstrated by each group member. This form will only be viewed by the instructor. Case studies are found with this assignment's specifics under the "Assignments" link. The grading rubric for the group presentation is found in the assignment's drop box in module 10.

This assignment is worth 30% of the final grade.

This assignment meets competencies 1-9.

30 % - Quizzes

Students are to take 10 quizzes over the course of the semester. If a module contains a quiz, students will be instructed to take that quiz. Quizzes are due by the stated due date and are taken online. Instructions for all quizzes will be posted in each quiz's link. Quizzes may be taken up to 5 days post due date, but will be subject to a 10-point late penalty. Students will not be allowed to take a quiz after the 5-day grace period has expired. See also the "Assignments" link on Blackboard.

This assignment is worth 30% of the final grade.

This assignment meets competencies 1-9.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

While there is no attendance grade for this course, participation in class during assigned activities cannot occur if the student is absent! Regular attendance is strongly encouraged. Irregular attendance will be a factor in a student's Participation (20%) Grade.

G. Grading

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings and high Safe Assign scores will not receive a satisfactory grade. All written assignments will be due on the date listed on the Course Schedule. **Ten points will be deducted for late assignments. No assignment will be accepted after five days late.**

Discussion Boards and In Class Activities	20% of Final Grade
Online Trainings	20% of Final Grade
Case Study Group Presentation	30% of Final Grade
Quizzes	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.

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.

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.

H. Make-Up Exams

You will not be permitted to "make-up" a quiz. Late assignments (including quizzes) are strongly discouraged. **There will be 10 points (total) deducted for late assignments and quizzes. No assignment or quiz will be accepted after 5 days following the due date.** It is the student's responsibility to ensure that his/her work is completed on time and submitted correctly.

I. Course Schedule

Modules/Date	Assigned Readings	Material Due
1 8/29-8/31	Chapter 1 "The Field of Family Social Work"	Quiz 1
2 9/5 - 9/7	Chapter 2 "What is Family?"	Quiz 2
3 9/12- 9/14	Chapter 3 "Family Systems"	Quiz 3

4 9/19 - 9/21	Chapter 4 "Family Development and the Life Cycle"	Quiz 4
5 9/26 - 9/28	Chapter 5 "Family Strengths and Resilience"	Quiz 5
6 10/3 - 10/5*	Chapter 6 "Practical Aspects of Family Social Work"	*No In-Person Class 10/5 (Complete online trainings.) Online Trainings
7 10/10 - 10/12	Child Welfare - CPS and Foster Care: Read articles, watch videos and review policy as supplied on Blackboard	
8 10/17 - 10/19	Chapter 7 "The Beginning Phase"	Quiz 6
9 10/24 - 10/26	Chapter 8 "Qualitative Family Assessments" Chapter 9 "Quantitative Family Assessments"	Quiz 7
10 10/31 - 11/2	Group Presentations - No assigned readings	Group Presentations
11 11/7 - 11/9	Chapter 10 "Effective Assessment and Interventions with Families" Chapter 11 "The Intervention Phase"	Quiz 8
12 11/14 - 11/16	Chapter 12 "Interventions at the Child and Parent Levels"	Quiz 9
13 11/21 - 11/23*	Chapter 13 "Interventions with Couples and Gender Sensitive Interventions"	Quiz 10 *No In-Person Class 11/23 (Thanksgiving Break)
14 11/28 - 11/30	Chapter 14 "Termination"	
15 12/4	Class Wrap Up	Online Discussion Boards

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 Grievances

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, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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 oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). 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 Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 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). Only those students who have officially documented a need for an accommodation will have their request honored. 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 or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

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.

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

S. 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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

T. 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>.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

W. Final Review Week

For semester-long courses, 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.