



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2017

Course Title: Treating Parent and Child Relationships

Course Prefix/Number/Section: SOCW 5367 (formerly SOCW 6370)-001-002

Instructor Name: Jan Finch, LCSW, BA, MSW, PhD

Faculty Position: Associate Professor

Faculty Profile: N/A

Office Number: B130

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Email Address: finch@uta.edu

Office Hours: by appointment

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>

A. Description of Course Content

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. Student Learning Outcomes

Advanced Practice Behaviors:

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

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 Textbooks and Other Course Materials

Rubin, Allen (2012). *Programs and Interventions for Maltreated Children and Families at Risk*. N.J.: John Wiley & Sons

Purvis, Karyn B., Cross, Davis R. & Lyons Sunshine, Wendy. (2007). *The Connected Child*. NY: McGraw Hill

Perry, Bruce & Szalavitz, Maia. (2008) *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook--What Traumatized Children Can Teach Us about Loss, Love, and Healing*. NY: Basic Books.

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

1) Class participation in Discussion Boards will count for 150 points, maximum of 10 points each week. 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. Outcomes 1,3

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

Outcome 3

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)
- Outcome 1,2

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,

I abide by this policy.

G. Grading

Grade	Percentage	Points
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A	100% - 90%	450 - 500
B	89% - 80%	400 -449
C	79% - 70%	350 - 399
D	69% - 60%	349 - 300
F		299 or less

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

Late assignments: Late assignments are not accepted without an instructor approved extension before the due date. Due dates are posted in the syllabus.

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 August 27 midnight

Week 2: Topic: Infant Mental Health

Electronic readings:

Kennedy, J. H. (2010). Maternal Attributional Style and Infant Attachment. *Journal Of Early Childhood & Infant Psychology*, (6), 85-98.

Kindsvatter, A. (2013) Addressing parent-child conflict: Attachment-based interventions with parents. *Journal of Counseling & Development*. Vol. 91 (1) 2013. 105-112.

Textbook: Rubin, Chapter 1

Discussion Question 2 Due Sept 3 midnight

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

Electronic Readings: Mowder, B. A., Shamah, R., & Taoxin, Z. (2010). Current Measures for Assessing Parenting of Young Children. *Journal of Early Childhood & Infant Psychology*, (6), 99-115.

Textbook:: Rubin, Chapters 2-3

Discussion Question 3 Due Sept 10 midnight

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

Electronic readings:

Mindful Parenting

Ostler, T., et al, (2010) Mentalization in children exposed to parental methamphetamine abuse: relations to children's mental health and behavioral outcomes *Attachment & Human Development*. Vol. 12, No. 3, May 2010, 193-207

Textbook: Rubin, Chapters 13-14

Discussion Question 4 Due Sept 17 midnight

Week 5: Topic: Attachment Theory, the Caregiving Relationship, Promoting Nurturing
Readings: Purvis, Karyn B., Cross, Davis R. & Lyons Sunshine, Wendy. (2007). *The Connected Child*.
NY: McGraw Hill
Discussion Question 5 Due Sept 24 midnight

Week 6: Topic: Treatment Approaches
Readings: Rubin Chapters 5, 6, & 7
Electronic readings: Parent-Child Interaction Therapy
Discussion Question 6 Due Oct 1 midnight

Week 7: Topic: Treatment Approaches
Readings: Rubin Chapters 11-12
Discussion Question 7 and Quiz 1 Due Oct 8 midnight

Week 8: Topic: Treatment Approaches
Readings: Rubin, Chapter 8
Electronic Readings: Wehrman, J. D., & Field, J. E. (2013). Play-Based Activities in Family Counseling.
American Journal Of Family Therapy, 41(4), 341-352. doi:10.1080/01926187.2012.704838
Discussion Question 8 Due Oct 15 midnight

Week 9: Topic: Treatment Approaches
Readings: Rubin 16
Discussion Question 9 Due Oct 22 midnight

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

Week 11: Topic: Therapeutic Work With Adolescents
Readings: Rubin, Chapters 4, 15,18
Discussion Question 11 Due Nov 5 Midnight

Week 12: Topic: Understanding the Impact of Childhood Maltreatment
Readings: Rubin, Chapters 17, 19, 20
Electronic readings: Essakow, K. L., & Miller, M. (2013). Piecing Together the Shattered Heirloom: Parents' Experiences of Relationship Resilience After the Violent Death of a Child. *American Journal Of Family Therapy*, 41(4), 299-310. doi:10.1080/01926187.2012.701590
Discussion Question 12 and Paper due Nov 12 midnight

Week 13: Topic: Working With Traumatized Children & Teens
Readings: Perry, *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook--What Traumatized Children Can Teach Us about Loss, Love, and Healing*.
Discussion Question 13 Due Nov 19 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 Nov 26 midnight

Week 15: Topic: Course wrap-up
Discussion Question 15 and Quiz 2 Due Dec 3 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.

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. 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/>).

O. 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.

P. 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.

Q. 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.*

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 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/>.

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. 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/>

U. 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>.

V. 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.