A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

B. Description of Course Content

Examines knowledge/technique in child physical/emotional/sexual abuse, physical/emotional neglect, and exploitation interventions. Includes interviewing, identification, legal issues, assessment/evaluation, case management, and intervention, follow-up. Prerequisite: SOCW 5311; Co-requisite: SOCW 5362 OR SOCW 5352 OR SOCW 5342.

C. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, this course focuses on all nine competencies at the advanced level.

**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 compels 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.

**D. Required Textbooks and Other Course Materials**


*This book can be found online at the UTA Library; students will be required to read two chapters out of this book.*

**E. Additional Recommended Textbooks and Other Course Materials**


**F. Descriptions of Major Assignments and Examinations**

Continuing the course after distribution and review of the syllabus constitutes informed consent to participate
in the course, per syllabus criteria. In addition to assignments listed below, each student is expected to read 100% of the assigned reading material and to come to each class (in person or online) prepared to discuss (e.g., ask and answer relevant questions) the reading material.

Students will be required to actively utilize the online program to access course assignments, required reading assignments, and to communicate with peers and the professor throughout the semester.

**Case Exercise Paper**

**Addresses Competencies: 2, 6, 7 & 8**

**Points: 15**

**Due Date: 9/13**

During Module 3 student will pick an area of focus from the book *Understanding Child Maltreatment: An Ecological and Developmental Perspective*. Students can choose from the following:

Chapter 3 & 4-Infancy and Toddlerhood  
Chapter 5 & 6-Early Childhood  
Chapter 7 & 8-Middle Childhood  
Chapter 9 & 10-Adolescence

Students will read both chapters and complete the Case Exercise Questions 1-7, that are located at the end of the chapters regarding Ecological and Developmental Assessment of Maltreatment and Intervention. Students will post their answers to the appropriate discussion board: Infancy and Toddlerhood; Early Childhood; Middle Childhood and Adolescence.

Students will not be able to see their peer’s responses to the case exercises questions until they have posted their answers. Students will need to post their responses to the case exercises questions by Sunday at 11:59pm.

Students are encouraged to review their peer’s responses to the different areas that they choose not to complete in order to learn from their peers.

**See grading rubric online for additional grading criteria.**

**UNTHSC Interprofessional Education (IPE) Activity**

**Addresses competencies 1, 2, 6, 7, 8 and 9.**

**10 total points**

**5 points- “prework”; due by 9/15**

**5 points attendance (9/16 or 9/23 at 1pm online)**

Students will participate in an online IPE activity with various health professions. Individuals working with child welfare agencies may engage with health care professionals while working a case. IPE allows social workers to learn about other health care professionals, as well as teach health care professionals about our roles as social workers.

Students will need to sign up for a session by 8/31. The online IPE activity will take place on 9/16 or 9/23 at 1pm via an online format.
Students will complete “prework” in order to help them prepare for the IPE activity.

Introduction to Psychological Safety and Collective Competence in Interprofessional Teamwork (UNTHSC Module)

Module Objectives:
1. Identify the relevance of psychological safety in effective interprofessional teamwork.
2. Identify the relevance of collective competence in support of effective Interprofessional teamwork.

Teamwork and Communication in a Culture of Safety (Institute of Healthcare Improvement (IHI) Patient Safety (PS) 104.

The module contains three 25-minute lessons to be completed. Each lesson has a post-lesson assessment that must be passed at 75% or above. You must pass the post-lesson module at 75% or above for all three modules individually in order to receive the certificate of completion for the entire module.

IHI Module Objectives:

Explain why effective teamwork is essential for promoting patient safety.

Define a culture of safety and discuss the features of a strong safety culture.

Identify four behaviors anyone can use to promote teamwork, communication, and a culture of safety.

Use structured communication techniques to improve communication within health care.

A copy of the IHI Module PS 104 certificate of completion must be submitted to CANVAS by September 15th.

If students are unable to attend the IPE activity and alternative assignment will be assigned. Students must contact the instructor prior to 8/31 if they are unable to attend the specific dates of 9/16 or 9/23 at 1pm. There are a limited number of spots at each session.

Case Study or Topic Presentation

Addresses the Competencies 1, 2, 4, 6, 7, 8, 9

Points: 20

Due Date: During Modules: 5, 6, 7, or 8

Please note students can choose to complete this assignment individually or with a partner. A discussion board title “Partner Presentations” will be available. Students who want to work with a partner may post in there and then determine how they want to communicate once they have identified a partner. Students will be responsible for letting the instructor know if they are working with a partner prior to the due date.

The purpose of this assignment is to develop presentation skills and familiarize students with other case situations; therefore, students will record a 15-minute visual presentation (PowerPoint, Prezi, Google, etc.) on a case of child maltreatment. The presentation can be an actual case or one from a documented source.

Students will post their presentation to the discussion board for that week by Sunday at 11:59pm. For example, if a student is discussing physical abuse it will need to be posted to the corresponding discussion board title “Physical Abuse Presentations”.

Students will post their presentation to the discussion board for that week by Sunday at 11:59pm. For example,
if a student is discussing physical abuse it will need to be posted to the corresponding discussion board title “Physical Abuse Presentations”. Students will also need to submit their presentation under “Assignments” for the instructor to grade.

Student’s case study presentation will include the following:

**History of client and family:**

Description of history of client and family, and reason for referral to agency. (If using an actual case, be sure to maintain client’s confidentiality by disguising all references to them.)

**Assessment:**

Identification of client’s problems or needs as you understood them. Include a brief assessment, especially of client’s strengths and challenges that are related to the presenting problem.

**Interpersonal & Intrapersonal**

Interpersonal dynamics within the family

Intrapersonal issues (individual family members: history of abuse? mental illness? etc.)

**Environmental Factors**

Environmental factors impacting the case (economic, housing, transportation, etc.)

**Intervention Plan:**

Description of your intervention plan including the short- and long-term goals for the child and family? Was your intervention a part of a larger plan implemented by others? If so, what part did you play in it?

**Evaluation**

Evaluation of the intervention. How effective is/ was the intervention in achieving the desired goals?

**Reaction and Reflection:**

Personal reaction: describe your personal reactions to the case (were there any unexpected developments that impacted your approach or impacted your reactions?)

*If you choose to do a case study with a partner, both partners will need to discuss their personal reaction.*

Reflection: In reflecting on the case, is there anything you would do differently if faced with a similar case in the future?)

*See grading rubric online for additional grading criteria.*

OR

**Topic Presentation:**

**Points:** 20

**Due Date:** During Modules: 5, 6, 7, or 8

Addresses the Competencies 1, 2, 3, 4, 5, 8, 9

Please note students can choose to complete this assignment individually or with a partner. A
discussion board title “Partner Presentations” will be available. Students who want to work with a partner may post in there and then determine how they want to communicate once they have identified a partner. Students will be responsible for letting the instructor know if they are working with a partner prior to the due date.

If you are not currently working in an agency or have past experience with a child maltreatment case, students have the option to complete a presentation on one of the topics in the course (physical abuse, sexual abuse, neglect (physical or medical), or emotional/psychological maltreatment. If students want to focus on another topic related to abuse, they must contact the instructor for approval prior to submitting the topic presentation.

Students will record a 15-minute visual presentation (PowerPoint, Prezi, Google, etc.) on a topic from the course.

Students will post their presentation to the discussion board for that week by Sunday at 11:59pm. For example, if a student is discussing physical abuse it will need to be posted to the corresponding discussion board title “Physical Abuse Presentations”. Students will also need to submit their presentation under “Assignments” for the instructor to grade.

The topic presentation should include:

**Overview**

Clearly state the magnitude of the problem and explain specifically why and how this problem is important

**Impact of the issue**

Establish how widespread and serious the issue is by identifying the size of the population affected (within a designated geographic area – county, state or nationally)

**Programs and Policies**

What programs or policies exist to address this issue/problem (both locally and nationally)?

**Barriers**

What factors or barriers (legal, social, etc.) exist that prevent resolution of the problem?

**Actions and Advocacy**

Identify specific actions that can be taken to address the issue. Describe and make a persuasive argument for a solution which is based upon evidence (established best practice and/or evidence-based programs)

*See grading rubric online for additional grading criteria.*

**Presentation Questions-Discussion Boards**

**Addresses the Competencies 1 & 2**

**Total Points: 20 (4 at 5 points each)**

**Due: Modules 5, 6, 7, and 8)**

Students will need to post a minimum of 2 questions to two different case study/topic presentations during each week of case studies.

Students will need to have a thoughtful question related to the student’s presentation. Questions will need to be posted by Friday at 11:59pm.
Due to the interactive nature of this course discussion boards cannot be made up. Please note that if you fail to submit your questions by Friday at 11:59pm you will not receive credit for those questions.

Discussion Board posts are not accepted late and cannot be made up.

*See grading rubric online for additional grading criteria.*

**Responses to Questions-Discussion Board**

Addresses the Competencies 1 & 2

5 points

Due Date: Modules: 5, 6, 7, or 8

The week that students submit their case studies they will need to monitor their posts and respond to their peer’s questions. Peer questions will need to be submitted by Friday night and students who submitted their presentation will have until Sunday at 11:59pm to respond to the questions.

Discussion Board posts are not accepted late and cannot be made up.

*See grading rubric online for additional grading criteria.*

**Critical Analysis Paper:**

*Addresses the Competencies 1, 2, 3 4, 5, 6, 7, 8, 9*

Due Date: 11/8

Points: 25

After reading the book *The Glass Castle* by Jeannette Walls, write a paper integrating class reading material and class lectures. This paper should be no less than 8 and no more than 10 typed pages, double spaced, in length, not counting cover and reference pages. The paper should take the form of a coherent, well-organized paper, with a logical structure that is apparent to the reader.

The paper should include the following:

**Summary**

A brief paragraph summarizing the book

**Social Factors**

Description of a minimum of three social issues evident in the book and how each issue is a contributing factor in the maltreatment of the children

**Interpersonal Functioning**

Description of interpersonal functioning of the family (specific relationship dynamics between family members, communication patterns, “power” imbalances, problem solving/conflict resolution patterns, “boundaries” between family members), how family members display “loyalty” to one another, parenting styles of the mother and father

**Intrapersonal functioning of Jeannette**
Intrapersonal functioning of Jeannette (describe any cognitive distortions, “defense mechanisms” (ex. rationalization, minimization, etc.) she uses to cope with situations, indicators of resiliency

Strengths and Resources

Personal strengths/ resources of each family member

Personal Reaction

A brief paragraph describing your personal reactions to the book.

Provide specific details and/or passages from the book to strongly support each assertion in your critique

Example: Jeannette appears to be very loyal to her father, despite the fact that he repeatedly fails to provide basic necessities for the family. An example of her strong loyalty toward him can be seen in Chapter 4 when she states, “... “. This was also evident when she ... in Chapter 5.)

Include a minimum of 6 professional references to support your critique (no more than two website citations). The book does not count towards your references. Citations in the body of the paper and reference page should be presented in APA style.

Example: “The socioeconomic status of the family was a critical factor throughout the book and contributed to the ongoing maltreatment of Jeanette and her siblings. The impact of poverty on the incidence of child neglect is supported by a 2010 National Incidence Study that found that families determined to have low socioeconomic status were five times more likely to experience child maltreatment than families of higher socioeconomic status (Sedlak et al., 2010)”.

Each sentence or part of a sentence must be entirely in the student’s own words (paraphrased), unless a direct quotation is indicated by the use of quotation marks and page numbers. All sources of words or ideas must be attributed by citation. Failure to do so constitutes failure to meet the assignment. Grammar, spelling, and punctuation will also be graded.

Grading criteria for written work includes organization of material, thoroughness, logical development of points, clarity of written expression, and application of theory/ readings from the course and from other professional sources. The paper must be submitted online through the learning management system; papers that are e-mail to the instructor will not be accepted.

See grading rubric online for additional grading criteria.

Discussion Board-Exploring Race and Disparities in the Child Welfare System

Addresses competencies: 1, 2, 3, 5, and 7

Due Date: Module 13 (Initial Post-11/20; Peer Response-11/22)

Points: 5

Additional information and the prompt will be posted online.

Initial posts are due on Friday at 11:59pm and peer responses will be due on Sunday at 11:59pm.

Due to the interactive nature of this course discussion boards cannot be made up. Please note that if you fail to submit your discussion board on time the discussion board will be closed.

Active participation in the discussion boards is critical to ensure student learning. Students in this course are required to post an initial response to a prompt by Friday and a response to a peer by Sunday.
Each student will also need to monitor their post in case a peer asks an additional question. The assessment criteria for the course discussion boards includes evaluation of the quality and quantity of your participation in the discussion boards.

Posts, responses, and questions should be thoughtful and thorough. Students who post “I agree” or “I thought the same thing” will not get credit for the post. If you support those statements with examples, experience, or other references, then you will get credit for the discussion board.

Ensure your post has appropriate grammar and spelling, as well as APA if applicable. Your post and/or your question should address the topic for the discussion board.

You are encouraged to revisit the discussion board and respond to what your peers have posted to your response.

Online Discussion Netiquette:

Read existing postings and do not just repeat what has already been said by your peers.

Use appropriate language. Do not use inappropriate and/or offensive language.

Be careful with humor and sarcasm.

Do not use ALL CAPS in an online environment.

Be respectful of your peers. Treat everyone equally as if you were communicating face to face.

See grading rubric online for additional grading criteria.

PAPERS - GENERAL INFORMATION AND EXPECTATIONS

All papers must follow APA guidelines. At a minimum this means:

Points will be deducted if you do not follow these See the following website for additional help with APA format: http://owl.english.purdue.edu/owl/resource/560/01/

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own - e., using direct sentences written by others) will result in a failing grade for the course.

Please use formal and professional language when completing papers and assignments for this course (i.e., Discussion Boards, Biopsychosocial Assessment). This includes refraining from the use of contractions (e.g., can’t, don’t, won’t).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through the online learning management system.

Assignments will not be accepted via email. Hard Copies are not to be turned in unless specified otherwise.

Participation in the course includes active engagement in the online setting and completion of module specific activities over the course of the semester.

Extra Credit: As the instructor for the course, I reserve the right to provide extra credit. Please do not assume that extra credit will be offered. If an extra credit opportunity is offered, it will have a specific due date, which will be strictly adhered to. At the end of the semester, please do not ask to for additional time to
complete extra credit opportunities or additional extra credit opportunities, they will not be provided or opened back up to be turned in after the due date. Students are strongly encouraged to take advantage of any extra credit opportunities that are provided.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point</th>
<th>Due Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Exercise Paper</td>
<td>15</td>
<td>9/13</td>
</tr>
<tr>
<td>UNTHSC IPE-Pre-Work</td>
<td>5</td>
<td>9/15</td>
</tr>
<tr>
<td>UNTHSC IPE Attendance</td>
<td>5</td>
<td>9/16 or 9/23</td>
</tr>
<tr>
<td>Case Study or Topic Presentation</td>
<td>20</td>
<td>Modules 5, 6, 7, or 8</td>
</tr>
<tr>
<td>Presentation Questions-Discussion Board (4 at 5 points each)</td>
<td>5</td>
<td>Modules 5, 6, 7 and 8</td>
</tr>
<tr>
<td>Responses to Questions-Discussion Board</td>
<td>20</td>
<td>Modules 5, 6, 7, or 8</td>
</tr>
<tr>
<td>Critical Analysis Paper</td>
<td>25</td>
<td>11/8</td>
</tr>
<tr>
<td>Discussion Board-Exploring Race and Disparities in the Child Welfare System</td>
<td>5</td>
<td>Module 13</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

G. 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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

As the instructor of this section, it is expected that you engage in each module.

Missed online activities will adversely affect your grade.

Additional requirements for the course:

A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to meet with the professor.

Meaningful class participation is one of the requirements of the university. For this online course, participation includes regularly accessing the course, thoughtful and thorough contributions to the discussions and questions, class activities engagement and constructive interaction with peers and the instructor.

Online activities may not be made up as the purpose of the activity is to focus on student engagement in the online classroom with peers and/or the professor.
H. Grading

*Note: Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

All assignments due by 11:59p on the day of the due date. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Expect the instructor to grade assignments within two weeks of the due date. Please do not ask when grades will be assigned before the two-week period. If a student has a question regarding his/her grade check the gradebook on Canvas. Federal law and FERPA ensure a student’s right to privacy and limits the instructor’s ability to discuss grades over the internet or via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.

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.

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

First-Read and view the assignments and the syllabus

Second-Ask your question regarding the course materials through an e-mail to the professor or the “Course Q and A” Discussion Board. Please keep in mind that asking a question regarding the course materials before you turn in your assignment is much better than asking your question about your grade.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Please see “Plagiarism Information” online for additional resources.

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</td>
</tr>
<tr>
<td>69.9-60</td>
<td>D</td>
</tr>
<tr>
<td>59.9 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

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.

I. Make-Up Exams
There are no exams for the course:

Please note:

Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

**Discussion Board posts are not accepted late and cannot be made up.**

**J. Course Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Required Readings</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26-8/30</td>
<td>Introductions, Review Syllabus and Course Expectations</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/31-9/6</td>
<td>History and Theoretical Overview of Child Maltreatment</td>
<td>Chapters 1 &amp; 2 (Miller-Perrin &amp; Perrin)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/7-9/13</td>
<td>Child Development and Child Maltreatment</td>
<td>Scannapieco &amp; Connell-Clark Book <em>See Assignment for required reading</em></td>
<td>Case Exercise Paper (post to Discussion Board)</td>
</tr>
<tr>
<td>4</td>
<td>9/14-9/20</td>
<td>Interprofessional Education</td>
<td></td>
<td>UNTHSC IPE Pre-Work (9/15) Attend UNTHSC IPE</td>
</tr>
<tr>
<td>5</td>
<td>9/21-9/27</td>
<td>Physical Abuse</td>
<td>Chapter 3 (Miller-Perrin)</td>
<td>Case studies/ topic presentations, if presenting Presentation Questions Discussion Board Responses to Questions-Discussion Board, if presenting Attend UNTHSC IPE</td>
</tr>
<tr>
<td>6</td>
<td>9/28-10/4</td>
<td>Sexual Abuse</td>
<td>Chapter 4 (Miller-Perrin &amp; Perrin)</td>
<td>Case studies/ topic presentations, if presenting Presentation Questions Discussion Board Responses to Questions-Discussion Board, if presenting</td>
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<tr>
<td>7</td>
<td>10/5-10/11</td>
<td>Neglect</td>
<td>Chapter 5 (Miller-Perrin &amp; Perrin)</td>
<td>Case studies/ topic presentations, if presenting Presentation Questions Discussion Board Responses to Questions-Discussion Board, if presenting</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Chapter(s)</td>
<td>Additional Information</td>
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<tr>
<td>8</td>
<td>10/12-10/18</td>
<td>Emotional/Psychological Maltreatment</td>
<td>Chapter 6 (Miller-Perrin &amp; Perrin)</td>
<td>Case studies/ topic presentations, if presenting Presentation Questions Discussion Board Responses to Questions-Discussion Board, if presenting</td>
</tr>
<tr>
<td>9</td>
<td>10/19-10/25</td>
<td>Additional Forms of Child Maltreatment</td>
<td>Chapter 7 (Miller-Perrin &amp; Perrin)</td>
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<tr>
<td>10</td>
<td>10/26-11/1</td>
<td>Responding to Maltreatment</td>
<td>Chapter 8; pp. 263-276 (Miller-Perrin &amp; Perrin)</td>
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</tr>
<tr>
<td>13</td>
<td>11/16-11/22</td>
<td>Advancing the Field of Child Maltreatment</td>
<td>Chapter 10 (Miller-Perrin &amp; Perrin)</td>
<td>Discussion Board-Exploring Race and Disparities in the Child Welfare System</td>
</tr>
<tr>
<td>15</td>
<td>11/30-12/6</td>
<td>Burnout; Vicarious Trauma and Self-Care</td>
<td>Chapter 8; pp. 280-288; Online Materials</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/7-12/8 and 12/14-12/18</td>
<td>Course Wrap up; No final</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Other readings may be posted online. The instructor will notify the class if any reading assignments change or are added online.

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.

K. 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.
L. Grade Grievances


M. 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.

N. 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://library.uta.edu/subject-librarians
Course Reserves............................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials .......................... http://library.uta.edu/how-to
Connecting from Off-Campus.......... http://libguides.uta.edu/offcampus
Ask a Librarian............................ http://ask.uta.edu

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 (
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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

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.