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

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) that comprises nine 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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws
and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:
apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

C. Required Textbooks and Other Course Materials


- ISBN-10: 1133936490

D. Additional Recommended Textbooks and Other Course Materials

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

E. Descriptions of Major Assignments and Examinations

Syllabus Quiz (5 points)

Students are required to complete a syllabus quiz the first week of class to ensure that the syllabus is read and reviewed.

Weekly Discussion Board (14 at 5 points each; 70 points total) *Addresses EPAS Competencies 1, 2, 3, & 5*

Each week students are expected to post a response to the discussion question and respond to at least 1 post from a classmate. Details about each section of the assignment are described below. You should upload your response to the question to the appropriate Canvas discussion board no later than Friday at 11:59 p.m. Responses to one of your classmates must be completed no later than Sunday at 11:59 p.m. Late summaries and responses will be deducted 1 point per day up to 4 days. Discussion Board posts will not be accepted after 4 days.

1. **Discussion Question Response (3pts. p/week)** The response should thoroughly answer the question by drawing on major themes (always present) and empirical findings (sometimes present) presented by the readings/videos/other materials. You should try and condense the materials into its most important parts without plagiarizing the chapter or article.

2. **Peer Response (2pts. p/week)** Students are required to go beyond saying, "I agree," and proceed in furthering the discussion. Responding to a peer should require some elaboration and integration of the course materials.

Online Trainings (25 points) *Addresses EPAS Competencies 1, 3, 4, 6, & 7*

Students are to go to [www.Txhealthsteps.com](http://www.Txhealthsteps.com) and register for access. Registration is free and requires only that the student selects a username 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**
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 Canvas by 11:59pm. on the due date. Late assignments will not be accepted.

Case Study Group Assignment (50 points)  Addresses EPAS Competencies 1 - 9

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 and develop a power point presentation demonstration of the responses. The PowerPoint presentation should include speaker notes and be uploaded to Canvas by 11:59pm. on the due date. Late assignments will not be accepted.

In addition, students must submit an evaluation form denoting the efforts demonstrated by each group member. This form will only be viewed by the instructor. Case studies and the grading rubric can be found with this assignment’s specifics under the “Assignments” link.

10 Quizzes (5 points each; 50 points total)  Addresses EPAS Competencies 1 - 9

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. The quizzes will be made available at the start of the quiz week and must be taken by Sunday at 11:59pm. Late quizzes will not be accepted.

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 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.

This course is online and asynchronous however, students are expected to check email and Canvas announcements regularly and post assignments and quizzes on the due date.

G. Grading

<table>
<thead>
<tr>
<th>Points Needed</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>200-180</td>
<td>A</td>
</tr>
<tr>
<td>179-160</td>
<td>B</td>
</tr>
<tr>
<td>159-140</td>
<td>C</td>
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</table>
Breakdown of Total Semester Assignments/Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Discussion Board (5 points each)</td>
<td>70</td>
</tr>
<tr>
<td>Online Trainings</td>
<td>25</td>
</tr>
<tr>
<td>Case Study Group Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes (5 points each)</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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</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.

H. Make-Up Exams

Make up exams will not be given

I. Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1 01/19-01/22</td>
<td>“The Field of Family Social Work”</td>
<td>Chapter 1</td>
<td>Week #1 Discussion Board Quiz #1 Syllabus Quiz Due by Sunday 01/24/2020 at 11:59pm.</td>
</tr>
<tr>
<td>Week #2 01/25-01/29</td>
<td>“What is Family?”</td>
<td>Chapter 2</td>
<td>Week #2 Discussion Board Quiz #2 Due by Sunday 01/31/2020 at 11:59pm.</td>
</tr>
<tr>
<td>Week #3 02/01-02/05</td>
<td>“Family Systems”</td>
<td>Chapter 3</td>
<td>Week #3 Discussion Board Quiz #3 Due by Sunday 02/07/2020 at 11:59pm.</td>
</tr>
<tr>
<td>Week #4 02/08-02/12</td>
<td>“Family Development and the Life Cycle”</td>
<td>Chapter 4</td>
<td>Week #4 Discussion Board Quiz #4 Due by Sunday 02/14/2020 at 11:59pm.</td>
</tr>
<tr>
<td>Week #5 02/15-02/19</td>
<td>“Family Strengths and Resilience”</td>
<td>Chapter 5</td>
<td>Week #5 Discussion Board Quiz #5 Due by Sunday 02/21/2020 at 11:59pm.</td>
</tr>
<tr>
<td>Week #6 02/22-02/26</td>
<td>Child Welfare - CPS and Foster Care:</td>
<td>Read articles, watch videos and review policy as supplied on Canvas</td>
<td>Week #6 Discussion Board Due by Sunday 02/28/2020 at 11:59pm.</td>
</tr>
<tr>
<td>Dates</td>
<td>Topics</td>
<td>Required Readings</td>
<td>Assignments</td>
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<tr>
<td>Week #7</td>
<td>“Practical Aspects of Family Social Work”</td>
<td>Chapter 6</td>
<td>Week #7 Discussion Board Due by Sunday 03/07/2020 at 11:59pm. Online Trainings Due</td>
</tr>
<tr>
<td>03/01-03/05</td>
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<tr>
<td>Week #8</td>
<td>“The Beginning Phase”</td>
<td>Chapter 7</td>
<td>Week #8 Discussion Board Quiz #6 Due by Sunday 03/14/2020 at 11:59pm.</td>
</tr>
<tr>
<td>03/08-03/12</td>
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<tr>
<td>03/15-03/20</td>
<td>SPRING BREAK</td>
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<tr>
<td>Week #9</td>
<td>“Qualitative Family Assessments”</td>
<td>Chapter 8</td>
<td>Week #9 Discussion Board Due by Sunday 03/28/2020 at 11:59pm.</td>
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<tr>
<td>03/22-03/26</td>
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<tr>
<td>Week #10</td>
<td>“Quantitative Family Assessments”</td>
<td>Chapter 9</td>
<td>Week #10 Discussion Board Quiz #7 Due by Sunday 04/04/2020 at 11:59pm.</td>
</tr>
<tr>
<td>03/29-04/02</td>
<td><em>04/02 last day to drop</em></td>
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<tr>
<td>Week #11</td>
<td>“Effective Assessment and Interventions with Families”</td>
<td>Chapter 10</td>
<td>Week #11 Discussion Board Due by Sunday 04/11/2020 at 11:59pm.</td>
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<tr>
<td>04/05-04/09</td>
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<tr>
<td>Week #12</td>
<td>“The Intervention Phase”</td>
<td>Chapter 11</td>
<td>Week #5 Discussion Board Quiz #8 Due by Sunday 04/18/2020 at 11:59pm.</td>
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<tr>
<td>04/12-04/16</td>
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<tr>
<td>Week #13</td>
<td>“Interventions at the Child and Parent Levels”</td>
<td>Chapter 12</td>
<td>Week #5 Discussion Board Quiz #9 Due by Sunday 04/25/2020 at 11:59pm.</td>
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<tr>
<td>04/19-04/23</td>
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<tr>
<td>Week #14</td>
<td>“Interventions with Couples and Gender Sensitive Interventions”</td>
<td>Chapter 13</td>
<td>Week #5 Discussion Board Quiz #10 Due by Sunday 05/02/2020 at 11:59pm.</td>
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<tr>
<td>04/26-04/30</td>
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<tr>
<td>Week #15</td>
<td>“Termination”</td>
<td>Chapter 14</td>
<td>Week #14 Discussion Board Due by Sunday 05/09/2020 at 11:59pm. Case Study Group Assignment Due</td>
</tr>
<tr>
<td>05/03-05/07</td>
<td><em>05/04 last day of classes</em></td>
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</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.

**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. 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.

The following is a list of commonly used library resources:

- [Library Home Page](#)
L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. 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.