THE UNIVERSITY OF TEXAS AT ARLINGTON  
School of Social Work

<table>
<thead>
<tr>
<th><strong>Semester/Year:</strong></th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Treating Parent - Child Relationships</td>
</tr>
<tr>
<td><strong>Course Prefix/Number/Section:</strong></td>
<td>SOCW 5367 (formerly SOCW 6370)-002, 004, 008</td>
</tr>
<tr>
<td><strong>Instructor Name:</strong></td>
<td>Ly-Huong Barrett, JD, LCSW</td>
</tr>
<tr>
<td><strong>Faculty Position:</strong></td>
<td>Assistant Professor of Practice</td>
</tr>
<tr>
<td><strong>Faculty Profile:</strong></td>
<td><a href="https://mentis.uta.edu/explore/profile/ly-huong-barrett">https://mentis.uta.edu/explore/profile/ly-huong-barrett</a></td>
</tr>
<tr>
<td><strong>Office Number:</strong></td>
<td>SWCB, Rm 132 (South Entrance)</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>(817) 272-3181</td>
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<td><strong>Email Address:</strong></td>
<td><a href="mailto:lyhuong.barrett@uta.edu">lyhuong.barrett@uta.edu</a></td>
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<tr>
<td><strong>Office Hours:</strong></td>
<td>by appointment only</td>
</tr>
<tr>
<td><strong>Day and Time of Class (if applicable):</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Equipment:</strong></td>
<td>A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.</td>
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<tr>
<td><strong>Canvas:</strong></td>
<td><a href="https://uta.instructure.com/">https://uta.instructure.com/</a></td>
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</table>

A. Description of Course Content

Treatment strategies, evaluation methods and research findings relevant to the treatment of parent-child relationships; review of existing parent training, interventions, and trauma informed care. Co-requisite: SOCW 5311.

B. 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 Competency
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, while this course addresses competencies 1-9, it mainly focuses on 6, 7, 8, & 9.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Advanced social workers in children and families effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.

Advanced social workers in children and families will be able to understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.

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

Advanced social workers in children and families use multidimensional bio-psycho-social-spiritual assessment tools.

Advanced social workers in children and families assess the quality of interactions between family members within their social environment.

Advanced social workers in children and families will be able to compare and assess the various etiology and interventions relevant to children and families.

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

Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.

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

Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.

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


Electronic Readings per course schedule.

**Microsoft Teams**

If you are new to Teams, here is a link for more information. (https://uta.service-now.com/navpage.do)

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


Additional recommended readings will be assigned from professional journal sources and book chapters.
Supplementary course material will be posted to the course’s online site.

E. Descriptions of Major Assignments and Examinations

A detailed description of all major assignments is included in the Canvas course shell. All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, mispellings and high Unicheck scores will not receive a satisfactory grade.

Canvas Required
All assignments need to be submitted through Canvas. See Canvas Student Guide to learn Canvas.

Technical Problems
Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment (class activity or discussion board). If you experience technical difficulties contact Canvas Support to help resolve the issue. They are open 24 hours a day. All technical issues must be resolved prior to an assignment due date and time.

Graded Assignments

Participation: For discussion posts, students will be required to post a thoughtful substantive reaction response to the main posts of at least two (2) peers and cite sources in APA 7th ed. format. Original posts must be made by Friday at 11:59 pm of the assigned week and responses must be posted by Sunday at 11:59 pm. The length of each primary discussion post will be specified in each assignment. For full credit, response posts must be at least three sentences, reflect elements of critical thinking, and introduce additional scholarly research that advances the discussion. For credit, posts must also respectfully express opinions based on reason and adhere to the ethical standards and guidelines of the social work profession (i.e., Section 2.1: Ethical responsibilities to colleagues: Respect), and its values (i.e., dignity and worth of all persons and importance of relationships). Quizzes: The quizzes will cover assigned readings, discussion boards, and class exercises. The format for the quizzes will be short answer, T/F, and/or multiple choice.

Discussion entries must be proofread and cite sources of information.

Addresses Competencies: 1, 2, 4, 6, 7, 8, 9.

KWL Chart: Two parts.

Addresses Competencies 1, 2, 4, 6, 7, 8.

Reflection Paper

Addresses Competencies 1, 2, 6, 7.

Family Movie: Watch a movie and complete an assessment of the parent-child relation utilizing social work theories and perspectives.

Addresses Competencies 1, 2, 4, 6, 7,

Group Major Paper (4 parts, final draft, and reflection/group evaluation): Students will form a group (maximum of 3). In groups of 2 to 3, 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 outcome evaluation of approaches used to determine practice effectiveness.
- 10-12 pages long, not including cover page, double spaced 12 point font, APA style.

Equal grade will be given to each group member; however, there will be a group evaluation after the group presentation, and the results of the evaluation will be reflected in your personal grade.

Addresses Competencies 1, 2, 3, 4, 6, 7, 8, 9.

**Group Presentation:** The group will prepare a PowerPoint presentation to present the final Paper.

Addresses Competencies 1, 2, 3, 4, 6, 7, 8, 9.

**Extra credit assignments:** At the discretion of the Instructor, extra credit assignments may or may not be provided to the entire class. Individual or small group assignments for extra credit will not be provided.

**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.

**All classes and tests are online - asynchronous.**

Completion of Discussion Boards with response posts and all assigned activities constitute attendance in this online class. Because this class is online and students have one week to turn in all assignments and complete quizzes and examinations (see make-up policy for quizzes and examinations below), absences will only be considered excused due to extenuating circumstances that persist for one week or more (e.g., personal illness, death or illness in the family). In the event students cannot complete assignments due to extenuating circumstances that are expected to last a week or more, and that meet criteria for an excused absence using university criteria, students must notify the instructor as soon as possible and request an extension. Students may be asked to provide verification, in accordance with university policies.

**G. Grading**

Grades will be posted to the Canvas gradebook. You can access your grades and feedback by entering the Canvas course and selecting "Grades" from the course menu.

Students may contact the instructor via university email to schedule a 1:1 online conference to discuss performance and potential strategies for improvement. For information on late work, please also see the Attendance policy.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation: Discussions and Quizzes - 9 @3 points each</td>
<td>27</td>
</tr>
<tr>
<td>KWL Chart - Two parts</td>
<td>3</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>5</td>
</tr>
<tr>
<td>Family Movie</td>
<td>5</td>
</tr>
<tr>
<td><strong>Group Major Paper and Presentation:</strong></td>
<td></td>
</tr>
<tr>
<td>Part 1: Engagement</td>
<td>8</td>
</tr>
<tr>
<td>Part 2: Assessment/Goal Setting</td>
<td>15</td>
</tr>
<tr>
<td>Part 3: Intervention - Evidence-based research and practice.</td>
<td>15</td>
</tr>
<tr>
<td>Part 4: Outcome Evaluation</td>
<td>8</td>
</tr>
<tr>
<td>Final Draft</td>
<td>Optional; 4</td>
</tr>
<tr>
<td>Presentation of Group Major Paper</td>
<td>10</td>
</tr>
<tr>
<td>Reflection and Group Evaluation</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 points (not including optional 4 points)</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.

**H. Make-Up Exams**

**Late Assignment Policy:** If the assignment is received after the deadline or it is received but unable to be viewed by the Instructor, the assignment will be considered late until the problem is corrected and points will be deducted according to the late assignment policy. Please ensure appropriate submission of all assignments on Canvas.

For quality learning experience, class participation needs to be timely; thus, **Discussion Posts** will not be accepted after the due date.

**Point Reductions:** Papers, quizzes, and graded activities will be assigned (.25) point penalty for each day late and will only be accepted up to three (3) days after the scheduled due date unless the absence would normally meet university criteria to be considered "excused." Requests to submit assignments beyond the three days after the due date may require appropriate supporting documentation (e.g., physician's note).

Since Canvas will show the date and time of all assignment submissions, there will be no discrepancies as to when an assignment or post has been submitted.

**Requests to reschedule a quiz** must be communicated to Instructor's UTA email address prior to due date. Because quizzes will be open for a one-week period, they can only be rescheduled in the event a student meets university criteria for an "excused" absence that is expected to persist for at least one week or more. Requests to reschedule a quiz may require appropriate supporting documentation (e.g., physician's note).

**I. Course Schedule**
See Canvas for specifics to the Required Readings, Assignments, and Due Dates.

- Check online regularly for announcements, assignments, and due dates.
- Be respectful on social media and any video recordings.
- Original discussion posts must be made by Friday at 11:59 pm of the assigned week and responses must be posted by Sunday at 11:59 pm.
- 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.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>Due Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting</td>
<td>Course Introductions</td>
<td>Canvas - &quot;Getting Started&quot; Module, includes Syllabus, Course Expectations, Discussion 1</td>
<td>Discussion - Course Introductions, due by Sunday at 11:59 PM</td>
</tr>
<tr>
<td>Started 1/19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1/25 - 1/31</td>
<td>Textbook: Rubin, Chapter 1 NASW Code of Ethics Reflection Paper</td>
<td>due by Sunday at 11:59 PM</td>
</tr>
<tr>
<td>3</td>
<td>2/8 - 2/14</td>
<td>Group Major Paper: Part 1, Engagement</td>
<td>due by Sunday at 11:59 PM</td>
</tr>
<tr>
<td>Week</td>
<td>Assignment</td>
<td>Due Date</td>
<td>Electronic Readings/Textbook</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>6</td>
<td>Assessment Tools and Goal Setting</td>
<td>3/7</td>
<td>Watch Family Movie. Discussion 3: Assessment tools and goal setting</td>
</tr>
<tr>
<td>7</td>
<td>Mid-Semester Review</td>
<td>3/14</td>
<td>Major Project: Part 2, Assessment/Goal setting</td>
</tr>
<tr>
<td>SPRING BREAK</td>
<td>No New Topic</td>
<td>3/21</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.

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
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

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.