A. Description of Course Content

Focuses on the characteristics, strengths, and service needs of children and their families. Addresses assessment and intervention skills to work effectively with a variety of child, parent(s), and family problems. Specific techniques considered include child therapy, play therapy, behavioral contracting, cognitive-behavioral interventions, and crisis intervention. 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, 2, 4, 6, 7, 8, and 9, it mainly focuses on 6, 7, 8, and 9:

Competency 6: Advanced social workers in children and families effectively use interpersonal skills to engage
children and families in a collaborative therapeutic relationship.

- Understand and apply the relevant organizational world views and culture that influence how families function.
- Relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.

Competency 7: Advanced social workers in children and families use multidimensional bio-psycho-social-spiritual assessment tools.

- Assess the quality of interactions between family members within their social environment.
- Compare and assess the various etiology and interventions relevant to children and families.

Competency 8: Advanced social workers in children and families describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

- Develop intervention plans to accomplish systemic change that is sustainable.

Competency 9: Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research.

- Use evaluation of the process and/or outcomes to develop best practices with children and families.

C. Required Textbooks and Other Course Materials


Trauma-Focused CBT Online training (cost $35): https://tfcbt2.musc.edu

D. Additional Recommended Textbooks and Other Course Materials

Instructor may supplement course reading with posted articles and videos.

E. 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.

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

Introduction Quiz-5 points

Due Date 1/24
Students will have one quiz in the course, which will be untimed and will have unlimited attempts to introduce students the course.

**Discussion Boards-5 at 4 points each-Total 20 points**

**Modules: 2, 3, 5, 6, and 11**

**Initial Discussion Boards posts are due on Friday at 11:59pm of the assigned week.**

**Peer responses are due on that 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 questions by Friday at 11:59pm you will not receive credit for those questions.

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 two (2) peers 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.

In order to earn the full points in any given session, students must meet the following criteria:

- Respond to the assigned discussion board question AND comment on two postings from classmates.
- Demonstrate thoughtfulness, effort and masters-level writing skills in your responses. You are encouraged to respond to other students' postings and to participate in more than the minimum number of discussions required, as participation will generally enhance your understanding of the material as well as your overall experience in the course.
- 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.
- Addresses competencies 6,7,8,9.

*See grading rubric online for additional grading criteria.*

**Major Paper-20 points**
Due Date: 4/4

Students are to review a major issue in the field of practice with families and children. Students are to choose a particular concern a social worker might encounter in practice, review the literature that has a focus on theory and evidence, and express implications and recommendations for social work with children and families.

Students are given the option to work with a partner for this assignment. Students must notify the instructor that they plan to work with a partner prior to the due date.

Additional information on the assignment, as well as a grading rubric, will be posted online.

Addresses competencies 8,9

**Trauma-Focused Training-20 points**

**Due 3/7**

Students will complete the Trauma-Focused Cognitive Behavioral Therapy web course offered by the Medical University of South Carolina. Students are to go to [https://tfcbt2.musc.edu](https://tfcbt2.musc.edu) and follow the log in instructions to complete the course. This training costs $35 and is part of the required material for this course (in lieu of a second textbook). Alongside the training, students are to find and summarize two (2) recent (within the last 6 years) empirical articles that highlight using such an approach.

Additional information on the assignment, as well as a grading rubric, will be posted online.

Addresses competencies 6,7,8.

**Interprofessional Education (IPE) Activity-15 points total**

**Prework and Attendance-5 points (4/7 OR 4/14)**

**Reflection paper-10 points-Due Date April 18th**

Students will participate in an online IPE activity with various health professions (public health, nursing, athletic training, medical students, etc.).

Social workers may work with various individuals in practice settings. IPE allows social workers to learn about health care professionals, as well as teach health care professionals about our roles as social workers as you may work in a setting that would engage with health care professionals. For example, child welfare workers may respond to cases at a hospital.

Prior to the IPE Activity students will be required to complete a module in Canvas to help prepare them for the session.

Students will need to sign up for one (1) session by March 12th. The online IPE activity will take place on April 7th and April 14th at 1pm or 3pm via an online format. The sessions are 2 hours in length and students will only need to attend one (1) session.

If students are unable to attend the IPE activity and alternative assignment will be assigned. Students must contact the instructor prior to March 12 if they are unable to attend the specific dates for the IPE activity.

Please note that if you sign up for the IPE activity you must attend the activity at your scheduled time as each group is designed to be interprofessional. Failure to attend your IPE session will result in a zero for the assignment.

Addresses competencies 1, 2, and 6.
**Reflection Paper- 10 points**

**Due Date-April 18th**

Students will complete a reflection paper after participating in the IPE activity. There is no set length for the paper and references are not required. The prompts and grading rubric will be posted online.

Addresses competencies 1, 2 and 9

**Final Exam-20 points**

**Due Date 5/7**

This final exam is comprehensive, testing students on a majority of the material covered in the course. The exam is not timed and there is no forced completion (i.e., You can stop and start it as often as desired).

Addresses competencies 6,7,8,9.

**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 or as a hard copy.

**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>Points</th>
<th>Due Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
<td>1/24</td>
</tr>
</tbody>
</table>
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.

As the instructor of this section, it is expected that you attend/engage in each class as scheduled.

Missed classes/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.

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

*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.

**Final Points Final Letter Grade**

100-90 A
89.9-80 B
79.9-70 C
69.9-60 D
59.9 or below F

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**
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.**

**I. Course Schedule**

*All assignments are due at 11:59pm unless otherwise noted.*

<table>
<thead>
<tr>
<th>Module</th>
<th>Week Dates</th>
<th>Topic(s)</th>
<th>Required Readings</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/19-1/24</td>
<td>Introductions</td>
<td>Watch introductory video. Review syllabus and assignments.</td>
<td>Quiz-Due 1/24</td>
</tr>
<tr>
<td>2</td>
<td>1/25-1/31</td>
<td>Introduction to a Child’s World and Developmental and Cultural Considerations</td>
<td>Chapter 1 &amp; 2</td>
<td>Discussion Board 1 Initial Post Due-1/29 Peer Response Due-1/31</td>
</tr>
<tr>
<td>3</td>
<td>2/1-2/7</td>
<td>The counseling process Legal and ethical considerations for children</td>
<td>Chapter 3 &amp; 4</td>
<td>Discussion Board 2 Initial Post Due-2/5 Peer Response Due-2/7</td>
</tr>
<tr>
<td>4</td>
<td>(2/8-2/14)</td>
<td>Raising “Good” Kids</td>
<td>Online Articles</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/15-2/21</td>
<td>Behavioral Counseling</td>
<td>Chapter 8 Online Articles</td>
<td>Discussion Board 3 Initial Post Due-2/19 Peer Response Due-2/21</td>
</tr>
<tr>
<td>6</td>
<td>2/22-2/28</td>
<td>REBT and CBT</td>
<td>Chapter 12 &amp; 13</td>
<td>Discussion Board 4 Initial Post Due-2/26 Peer Response Due-2/28</td>
</tr>
<tr>
<td>7</td>
<td>3/1-3/7</td>
<td>Trauma Focused</td>
<td>Online Articles Trauma Focused Intervention <a href="https://tfcbt2.musc.edu">https://tfcbt2.musc.edu</a></td>
<td>TF CBT Training Due 3/7</td>
</tr>
<tr>
<td>8</td>
<td>3/8-3/14</td>
<td>Play therapy Group Counseling with children</td>
<td>Chapters 17 &amp; 18</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.