



Angelo State University
Department of Psychology, Sociology, and Social Work
SWK 4303: Social Work and Children/Families

Course Dates, Time, and Location

Spring Semester, 2011: January 10, 2011 to May 6, 2011
Tuesday, Thursday: 12:30 pm - 1:45 pm
Academic Building, Room 105

Instructor Contact Information

Ingrid A. Russo, M.S.W., LCSW
Lecturer
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Office Hours: MWF 10:00 am - 11:00 am
MWF 12:00 pm - 1:00 pm
MW 02:00 pm - 3:00 pm
TR 02:00 pm - 3:00 pm

Course Description

Provides knowledge and skills necessary for generalist social work practice relating to children and families among diverse populations. Topics include the changing dynamics of families, social problems faced by children and families, counseling and intervention programs for children and families, child abuse and neglect, child and family advocacy, and the role of the social worker in foster care adoption, and the courts. Prerequisite: SWK 2307 and SWK 2317

Course Introduction

This course introduces students to generalist social work practice with children and families. Often families are defined by politicians and society at large as comprising a married husband, wife, and their child or children. However, in the United States the actual nature of the family may include single parents, extended family caretakers of children, domestic partnerships, same sex marriages, blended families, multiethnic families, and so forth. This course offers an examination of diverse family arrangements. Additionally, there is a special focus on child abuse

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and neglect as a social problem. Various prevention efforts, assessment methods, interventions, and social welfare programs are examined in relationship to children and families.

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

EP 2.1.1 -- Identify as a professional social worker and conduct oneself accordingly.

Students will gain knowledge of the child welfare system and how to act as an advocate for their clients. Students will gain knowledge about what it means to be a professional social worker in relationship to social work values and roles with children and families, functions, and professional boundaries. Students will gain skills necessary to identify as professional social workers and conduct themselves accordingly in their behavior, appearance, and communication (written and oral).

EP 2.1.2 -- Apply social work ethical principles to guide professional practice.

Students will gain knowledge of the ethical principles that guides child welfare practice. Students will recognize and manage personal values in a way that allows professional values to guide practice. Students will learn the skills of applying their professional values to the social work profession's ethical standards of practice through case examples.

EP 2.1.3 -- Apply critical thinking to inform and communicate professional judgments.

Students will gain knowledge of what critical thinking is and how it can be applied. Students will learn the value of critical thinking as it relates to scientific inquiry, reasoned discernment, and its importance to competent social work practice. Students will practice their critical thinking skills in written and oral class assignments.

EP 2.1.4 -- Engage diversity and difference in practice.

Students will gain knowledge of how culture, social organization, and personal values may oppress, marginalize, alienate, or unjustly create power or privilege for children and families. Students will recognize their own personal values and biases when working with children and their families and promote social justice in practice. Students will gain skills in recognizing and appreciating differences between people through case examples.

EP 2.1.5 -- Advance human rights and social and economic justice.

Students will gain knowledge by understanding the forms and mechanisms of oppression and discrimination that children and families face. Students will recognize their own personal values and biases when working with children and their families and promote social justice in practice.

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EP 2.1.7 -- Apply knowledge of human behavior and the social environment.

Students will gain knowledge of the behavior of children and families, and how behavior is affected by the social environment. Students will learn skills by utilizing the person in environment conceptual framework to guide the process of assessment, intervention, and evaluation with children and families.

EP 2.1.9 -- Respond to contexts that shape practice.

Students will gain knowledge of the dynamic nature of social work practice including evolving organizational, community, and social context that pertains to children and families.

Course Materials

Required Texts:

Downs, S. W., Moore, E., & McFadden, E. J. (2009). *Child Welfare and Family Services: Policies and Practice* (8th ed.). Boston, MA: Allyn & Bacon.

ISBN: 978-0-205-57190-1

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ISBN: 978-1-4338-0561-5

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Grading Information

Grading Scale:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

59 or Below = F

Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:

Professional Performance

10%

This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and so forth.

PB2 Practice personal reflection and self-correction to assure continual professional development.

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- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Term Paper

40%

Note to Students: You MUST adhere to the guidelines published in the American Psychological Association's most recent publication manual. In this paper students must include the following elements: a clearly defined substantive area of social work practice within the child welfare arena (i.e., practice from the micro [individuals], mezzo [couple, families, or small groups], exo [community] or macro [societal values, legislature] levels for the purposes of this course); ethical issues that may affect practice or that could impact practice with the population chosen, or value conflicts that a social worker may experience (i.e., values conflicts between professional and personal values, personal values and client values, or professional values and client values); policy issues that may affect or influence practice with this population; and all papers must mention a section on assessment and evidenced-based practice across all system levels (i.e., micro, mezzo, exo, and macro). Issues related to policies and diversity relating to children and families must be discussed, at a minimum, in the assessment and intervention sections; such issues are also appropriate throughout the paper as well.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB5 Engage in [and form a commitment to] career-long learning.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB 23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

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PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Presentation

10%

Each student will present the child and family topic that they have picked for their research paper and will discuss main topics from their paper.

Guest speakers are not permitted. Each student will have 20 minutes to present their topic and relevant information. PowerPoint slides are required. Students will be awarded a grade based on the quality of the presentation and PowerPoint Slides. Students will be required to be dressed professionally during the presentation.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the presentation will result in the student group not receiving credit for the presentation.

- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB24 Critique and apply knowledge to understand person and environment.
- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Examinations

40%

There will be four (4) online, open book, multiple attempt (no more than three attempts), timed, examinations in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard, by answering all the questions, typing them, and handing them to the instructor on the due date.

- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB18 Understand the forms and mechanisms of oppression and discrimination.

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PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.
- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University's Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf
- All students are expected to follow the National Association of Social Workers [*Code of Ethics*](#).
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf
- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.
- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html

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Course Schedule

Week/Dates	Lecture Topics/Readings/Assignments
Week 1 1/10-1/14	<p>Course Introduction</p> <p>Reading: Chapter 1 (Downs, Moore & McFadden)</p> <p>Lecture Topic: An Introduction to Family and Child Services</p>
Week 2 1/17-1/21	<p>Reading: Chapter 1 (Continued) and Chapter 2 (Downs, Moore & McFadden)</p> <p>Lecture Topic: An Introduction to Family and Child Services (Continued) and Government Programs to Support Families and Children</p>
Week 3 1/24-1/28	<p>Reading: Chapter 2 and Chapter 3 (Downs, Moore & McFadden)</p> <p>Lecture Topic: Government Programs to Support Families and Children (Continued) and Services to Prevent Maltreatment and Support Families</p> <p>Assignment: Pick a Child Welfare Topic for Term Paper/Presentation</p>
Week 4 1/31-2/4	<p>Reading: Chapter 3 (Downs, Moore & McFadden)</p> <p>Lecture Topic: Services to Prevent Maltreatment and Support Families (Continued)</p> <p>Assignment: Sign up for Presentation Date</p>
Week 5 2/7-2/11	<p>Reading: Chapter 4 (Downs, Moore & McFadden)</p> <p>Lecture Topic: Child Welfare Principles and Practices</p> <p>Exam 1: Chapters 1-3, 2/07/2011 to 2/10/2011 (print questions, type response, and bring to instructor on the 10th)</p>
Week 6 2/14-2/18	<p>Reading: Chapter 5 (Downs, Moore & McFadden)</p> <p>Lecture Topic: Law and Procedure: Court Intervention with Children, Youth, and Families</p>
Week 7 2/21-2/25	<p>Reading: Chapter 6 (Downs, Moore & McFadden)</p> <p>Lecture Topic: Protecting Children from Neglect and Abuse</p>
Week 8 2/28-3/4	<p>Reading: Chapter 6 (Continued; Downs, Moore & McFadden)</p> <p>Lecture Topic: Neglect and Abuse</p>
	<i>Course Schedule Continued on the Next Page</i>

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Week 9 3/7-3/11	Reading: Chapter 7 (Downs, Moore & McFadden) Lecture Topic: Family Preservation Services Exam 2: Chapters 4-6, 3/7/2011 to 3/10/2011(print questions, type responses, and bring to instructor on the 10th)
Week 10 3/14-3/18	Spring Break
Week 11 3/21-3/25	Reading: Chapter 8 (Downs, Moore & McFadden) Lecture Topic: Foster Care: History, Laws, Policies, and Structure Presentations
Week 12 3/28-4/1	Reading: Chapter 9 (Downs, Moore & McFadden) Lecture Topic: Foster Care Practice and Issues Presentations
Week 13 4/4-4/8	Reading: Chapter 10 (Downs, Moore & McFadden) Lecture Topic: Families by Adoption Exam 3: Chapters 7-9, 4/4/2011 to 4/7/2011(print questions, type responses, and bring to instructor on the 7th) Presentations
Week 14 4/11-4/15	Reading: Chapter 11 (Downs, Moore & McFadden) Lecture Topic: Juvenile Delinquents: The Community's Dilemma Assignment: Term Paper Due 4/14/11 Presentations
Week 15 4/18-4/22	Reading: Chapter 12 (Downs, Moore & McFadden) Lecture Topic: Professional Responsibilities: Ethics and Advocacy Presentations
Week 16 4/25-4/29	Dead Week Course Evaluations Presentation

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Week 17 5/2-5/6	Exam 4: Chapters: 10-12, 5/1/2011 to 5/3/2011
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