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

Course Dates, Time, and Location  

Fall Semester, 2018: August 27, 2018 to December 14, 2018  
Tuesday and Thursday: 9:30 am - 10:45 am  
HHS Building Room 104  

Instructor Contact Information  

Ingrid A. Russo, M.S.W., LCSW  
Director of Field Education  
Clinical Assistant Professor  
HHS Building, Room 224K  
Office Phone: 325-486-6126  
E-Mail: Ingrid.Russo@angelo.edu  

Office Hours: M-F 9:00 am - 12:00 9m; T 11:00 am - 12:00 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, SWK Minor, and/or Admission to the Social Work Department.  

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

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, Skills, and Cognitive/Affective Processes

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.

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.

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.

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

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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.

**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 methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize 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.

**Course Materials**

*Required Texts:*


*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

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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 (group work such as bringing and discussing articles and case examples), including frequency and quality; professional presentation; and so forth. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class.

For a two times a week class:
There is no grade penalty for the first absence (this is not an invite to miss class).

• Any additional absence will result in a loss of 10 points off of your total grade.
• The 7th absence results in a failing grade for the course. Please refer to ASU policy regarding class attendance.
• Being more than 5 minutes late for class will count as an absence.

Group Research Presentation 40%

In this Research presentation students must include the following elements: 1) Research a clearly defined area of social work practice within the child welfare arena (i.e., practice from the micro [individuals], mezzo [couple, families, or small groups], or macro [societal values, legislature] levels for the purposes of this course); 2) 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); 3) policy issues that may affect or influence practice with this population; and 4) 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. You will hand in an outline in APA format. You are required to see the Graduate Assistant for help with APA there will be a 5 point deduction if you do not see the graduate assistant. You are encouraged to go to the writing center for grammar, sentence structure, etc. since grammar and spelling will be graded as part of this term paper rubric. The group research presentation rubric will be posted on blackboard by the 3rd week of class.

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--

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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.

Note to Students: You MUST adhere to the guidelines published in the American Psychological Association’s most recent publication manual.

**Group Work Participation** 10%

Group Assignments will be given in this course and all group members must participate.

**Examinations** 40%

There will be four (4) take home examinations in this course. Each of these examinations is worth 10% of your total course grade.

**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](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, Scope of Practice, and Code of Conduct.

- 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](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.

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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

<table>
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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Course Introduction</strong>&lt;br&gt;Reading: Chapter 1&lt;br&gt;Lecture Topic: The Maltreatment of Children from a Historical Perspective Group Work</td>
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<td>8/27-8/31</td>
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<tr>
<td>Week 2</td>
<td>Reading: Chapter 2&lt;br&gt;Lecture Topic: The Family: Roles, Responsibilities, and Rights&lt;br&gt;Group Work</td>
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<td>9/3-9/8</td>
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<td>Week 3</td>
<td>Reading: Chapter 3&lt;br&gt;Lecture Topic: Maltreatment and the Developing Child&lt;br&gt;Assignment: Pick a Child Welfare Topic for Group Research Presentation by the 13th.</td>
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<tr>
<td>Week 4</td>
<td>Reading: Chapter 4&lt;br&gt;Lecture Topic: The Neglect of Children&lt;br&gt;Group Work</td>
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<td>Week 5</td>
<td>Reading: Chapter 5&lt;br&gt;Lecture Topic: The Physical Abuse of Children</td>
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<td>Week 6</td>
<td>Exam 1: Chapters 1-4, Due on 9/30/18 by 11:59 pm.</td>
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<td>Week 7</td>
<td>Reading: Chapter 6&lt;br&gt;Lecture Topic: Intrafamilial Abuse&lt;br&gt;Group Work</td>
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<td>Week 8</td>
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<td>Week 9</td>
<td><strong>Course Schedule Continued on the Next Page</strong></td>
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| Week 8 10/15-10/19 | Reading: Chapter 8  
Lecture Topic: Extrafamilial Sexual Abuse, Misuse, Exploitation  
Group Work |
|-------------------|--------------------------------------------------|
| Week 9 10/22-10/26 | Reading: Chapter 9  
Lecture Topic: Psychological Maltreatment of Children  
**Exam 2: Chapters 5-8, Due on 10/28/2018 by 11:59 pm.**  
Group Research Presentation Due 10/25/18 (Group 1). |
| Week 10 10/29-11/2 | Reading: Chapter 10  
Lecture Topic: Intervention: Reporting, Investigation, and Case Management  
Group Work  
Group Research Presentation Due 11/1/18 (Group 2). |
| Week 11 11/5 - 11/9 | Reading: Chapter 11  
Lecture Topic: The Legal Response to Child Abuse and Neglect  
Group Work  
Group Research Presentation Due 11/8/18 (Group 3). |
| Week 12 11/12 - 11/16 | Reading: Chapter 12 and 13  
Lecture Topic: Treatment: Physical Abuse and Neglect; Treatment: Sexual Abuse  
Group Research Presentation Due 11/15/18 (Group 4). |
| Week 13 11/19-11/23 | Reading: Chapter 14  
Lecture Topic: Foster Care as a Therapeutic Tool  
**Exam 3: Chapters 9-12, due on 11/25/18 by 11:59 pm.** |
| Thanksgiving Holiday | Chapter 15  
Lecture Topic: Adults Abused as Children  
Group Research Presentation Due 11/29/18 (Group 5). |

*Course Schedule Continued on the Next Page*

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<th>Week 15</th>
<th>Chapter 16</th>
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<tr>
<td>12/3- 12/7</td>
<td>Lecture topic: Working in Child Protection</td>
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<td></td>
<td>Dead Week--Course Evaluations</td>
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<td>Group Research Presentation Due 12/7/17 (Group 6).</td>
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<th>Week 16</th>
<th>Final Exam: Chapters: 13-16, Due by December 11th at 11:59pm.</th>
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<td>12/10-12/14</td>
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