Angelo State University  
Department of Social Work  
SWK 4303 D10: Social Work and Children/Families

Course Dates, Time, and Location

Fall Semester, 2019: August 26, 2019 to December 13, 2019  
Online Course

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Office hours: By appointment in collaborate or by email.

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.

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

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,

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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  
60 – 69 = D  
59 or Below = F

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

**Professional Performance**  
10%

This is relevant to completing Discussion posts in a timely manner, behavior when responding to others posts, and uploading Quizzes and Exams due; engaging in blackboard class activities, 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 all aspects of this course, discussions, presentations, group activities, etc. For example if you miss two discussion posts you will see a big decrease in overall grade.

**Group Research Presentation**  
35%

Students will be grouped together with other students to present (as if to a professional audience, symposium, or advocacy group) regarding a Child and Family Issue. This project will be a group project. “Teams” will consist of 2-4 members, which will be picked by the instructor. The students will conduct research on a specific Child and Family Issue and develop a presentation on the issue. All the presenters must participate in order to receive the same grade, if someone in your group does not participate then that person will receive a 0 for the presentation but the only way I would know is if someone in the group tells me (if someone is not participating email me right away). All students must adhere to the academic conduct/honesty/integrity code set forth by Angelo State University and the NASW Code of Ethics. The presentation needs to include a PowerPoint presentation created through Kaltura Media, APA outline, and any other pertinent resources that students feel will help them get their point across to the professor. The presentation should be no longer than 40 minutes in length and all group members must present a section of the information (each group member must speak for at least 8 minutes). The Presentations will be uploaded into blackboard on the Dates given in the course schedule to each group for review by Instructor and into the Discussion post for that week for feedback from peers. The Presentation rubric will be uploaded on the Second 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—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.

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Discussions Posts and Peer Feedback  

15%

Students must answer the discussion posts that is open for each week, the due dates for the discussion posts are on the course schedule, you must also answer two peers posts with substantive feedback (longer than a two sentences). The discussion posts will either be regarding something we learned from the weeks lecture, a case study, journal and/or news article or other media outlet, etc. The grading for the discussion posts are as follows: I am looking at your original post (did you answer the question in its entirety, do you have references to support your answer), follow up postings (good feedback that is longer than two sentences), content contribution (did you add any of your thoughts or other information not just copied exactly from the textbook), did you add two peer reviewed works as your citations this is your references and support for your post, and lastly your clarity and mechanics (are there misspellings, grammar issues, apa issues, etc).

Examinations  

40%

There will be four (4) essay format 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, Code of Conduct, and Scope of Practice.

- 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

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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.

Course Schedule

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1 8/26-8/30 | Course Introduction  
Reading: Chapter 1  
Lecture Topic: The Maltreatment of Children from a Historical Perspective  
Discussion Post Due by 8/30 and peer responses due by 9/1—Peer Introductions. |
| Week 2 9/2-9/6  
9/2 Labor Day  
Holiday | Reading: Chapter 2  
Lecture Topic: The Family: Roles, Responsibilities, and Rights  
Discussion Post Due by 9/6 and peer responses due by 9/8. Assignment of groups will be given this week both due by 11:59 pm. |
| Week 3 9/9-9/13 | Reading: Chapter 3  
Lecture Topic: Maltreatment and the Developing Child  
Discussion Post Assignment: Due by 9/13 at 11:59 pm Pick a Child Welfare Topic for Group Research Presentation by the 13th only the group leaders need to add it to the discussion post. |
| Week 4 9/16-9/20 | Reading: Chapter 4  
Lecture Topic: The Neglect of Children  
Discussion Post Assignment due by 9/20 by 11:59 pm and peer responses due on 9/22 by 11:59 pm. |
| Week 5 9/23-9/27 | Reading: Chapter 5  
Lecture Topic: The Physical Abuse of Children |

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| Week 6 9/30-10/4 | Reading: Chapter 6  
Lecture Topic: The Sexual Abuse of Children  
Discussion Post Assignment due by 10/4 by 11:59 pm and peer responses due on 10/6 by 11:59 pm. |
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| Week 7 10/7-10/11 | Reading: Chapter 7  
Lecture Topic: Intrafamilial Abuse |
| Week 8 10/14-10/18 | Reading: Chapter 8  
Lecture Topic: Extrafamilial Sexual Abuse, Misuse, Exploitation  
Discussion Post Assignment due by 10/19 by 11:59 pm and peer responses due on 10/21 by 11:59 pm. |
| Week 9 10/21-10/25 | Reading: Chapter 9  
Lecture Topic: Psychological Maltreatment of Children  
Exam 2: Chapters 5-8, Due on 10/2/2018 by 11:59 pm. |
| Week 10 10/28-11/1 | Reading: Chapter 10  
Lecture Topic: Intervention: Reporting, Investigation, and Case Management  
Group Work  
Discussion Post Assignment due by 11/1 by 11:59 pm and peer responses due on 11/3 by 11:59 pm. |
| Week 11 11/4-11/8 | Reading: Chapter 11  
Lecture Topic: The Legal Response to Child Abuse and Neglect  
Group Work |
| Week 12 11/11-11/15 | Reading: Chapter 12 and 13  
Lecture Topic: Treatment: Physical Abuse and Neglect; Treatment: Sexual Abuse  
Group Research Presentations Due on 11/15 by 11:59pm. (Groups 1, 3, and 5). |

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Week 13  
11/18-11/22  
**Reading:** Chapter 14  
**Lecture Topic:** Foster Care as a Therapeutic Tool  
**Exam 3:** Chapters 9-12, Due on 11/25/18 by 11:59pm.

Week 14  
11/25-11/29  
**Chapter 15**  
**Lecture Topic:** Adults Abused as Children  
**Group Research Presentations Due 11/29 (Groups 2, 4, and 6).**  
**Discussion Post Assignment due by 11/29 by 11:59 pm and peer responses due on 12/1 by 11:59 pm.**

Week 15  
12/2-12/6  
**Chapter 16**  
**Lecture topic:** Working in Child Protection  
**Dead Week--Course Evaluations**  
**Discussion Post Assignment due by 12/6 by 11:59 pm and peer responses due on 12/8 by 11:59 pm.**

Week 16  
12/9-12/13  
**Final Exam:** Chapters 13-16, Due by December 10\(^{th}\) at 11:59pm.

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