SWK 4303-20
SOCIAL WORK WITH CHILDREN AND FAMILIES
FALL 2021: August 23, 2021 to December 10, 2021

Instructor: Ingrid Russo, LCSW
Email: irusso@angelo.edu
Phone: 325-486-6126
Office: 224K
Office Hours: Monday and Wednesday: 9am to 12pm; Thursday: 11 am-1 pm
Online Course: Collaborate Session (not required) Wednesday 6pm

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 Credits

This course is 3 credit hours.

Prerequisite and Co-requisite Courses

No Prerequisite: students may either be admitted into the BSW Degree Program or may take this course for their minor in social work.

Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the social work program.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Program Outcomes
Upon completion of the program of study for the BSW program, the graduate will be prepared to 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; understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas; recognize personal values and the distinction between personal and professional values; understand how their personal experiences and affective reactions influence their professional judgment and behavior; understand the profession’s history, its mission, and the roles and responsibilities of the profession; understand the role of other professions when engaged in inter-professional teams; recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective; and understand emerging forms of technology and the ethical use of technology in social work practice.

Student Learning Outcomes
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, 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:*


(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).

Technology Requirements
To successfully complete this course, students need the following:

- Access to a computer with either a Mac or Windows Operating System ([*Chromebook will not allow access to Respondus*])
- High speed Internet access
- Ethernet cable (It is highly recommended by IT that you plug into a router using an Ethernet cable when testing so that you don’t lose connection by wifi drop.)
- Webcam (A plug-in webcam allows the student to perform thorough environmental scans.)

Communication
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Grading
Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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<tbody>
<tr>
<td>Professional Performance</td>
<td>10</td>
</tr>
<tr>
<td>Journal/Discussions</td>
<td>20</td>
</tr>
<tr>
<td>Exams</td>
<td>40</td>
</tr>
<tr>
<td>Group Research Presentation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 percent</strong></td>
</tr>
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</table>

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

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 900.00-1000 points
- B = 800.00-890.99 points
- C = 700.00-790.99 points
- D = 600.00-690.99 points
- F = 0-590.99 points (Grades are rounded up)

Professional Performance 10%

This is relevant to engagement and communication. Engaging in class activities (making comments, discussing articles, and case examples), and out of class activities (presentation group participation, emailing students and professor, etc) 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.

Group Research Presentation 30%

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 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--
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.

Journal/Discussions 20%

There will be various graded assignments. Discussion, journal entries, and/or case studies over the course of the class. Students are required to complete assignment, discussions, journals, case studies, respond to peer posts in a timely manner. Engagement in all course activities, is the student’s responsibility. The expectation for students in a social work program is that they are motivated to learn and are dedicated to their studies.

Examinations 40%

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

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at irusso@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

POLICY ON LATE WORK OR MISSED ASSIGNMENTS

The course is set up on weekly modules. The week begins on Sunday and ends on Saturday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in no credit awarded for the assignment. No papers or postings will be accepted after the due date indicated in the syllabus unless the late assignment is due to a university approved absence defined in the graduate catalog.

Make-up work will be considered on a case by case basis and will only be allowed for university approved absences.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
The week begins on Monday and ends on Sunday. Due dates for all exams will be SUNDAY at 11:59pm. Journals are due on Fridays.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

Student Responsibility and Attendance

- **Online**: Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 4-6 study hours per week on average.
- **No food or drink policy for syllabi**: “Due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak.”
- 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.
- Collaborate session **attendance and participation** is necessary and required. Students are responsible for understanding Angelo State University’s Student Handbook and Conduct code. Students must also follow the Social Work Department student handbook.
- 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 and department 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, etc., are not to be turned on during collaborate sessions, exams, quizzes, and PIE assessment.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#). iii

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. iv The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#). vii

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Days for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.
**Course Schedule**

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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</table>
| Week 1 8/23-8/27   | Course Introduction, Go over Syllabus  
Reading: Chapter 1  
Collaborate Lecture Topic: The Maltreatment of Children from a Historical Perspective  
Discussion Due –Self Introduction |
| Week 2 8/30-9/3    | Reading: Chapter 2  
Collaborate Lecture Topic: The Family: Roles, Responsibilities, and Rights  
**Due: Journal Opens Monday at 8am and closes on Friday at 11:59pm** |
| Week 3 9/6-9/10 Labor day | Reading: Chapter 3  
Collaborate Lecture Topic: Maltreatment and the Developing Child  
**Assignment due: Pick a Child Welfare Topic for Group Research Presentation by the Sunday.** |
| Week 4 9/13-9/17   | Reading: Chapter 4  
Collaborate Lecture Topic: The Neglect of Children  
**Due: Journal Opens Monday at 8am and closes on Friday at 11:59pm** |
| Week 5 9/20-9/24   | Reading: Chapter 5  
Collaborate Lecture Topic: The Physical Abuse of Children  
**Exam 1:** Chapters 1-4, Due on Sunday by 11:59 pm. |
| Week 6 9/27-10/1    | Reading: Chapter 6  
Collaborate Lecture Topic: The Sexual Abuse of Children  
**Due: Journal Opens Monday at 8am and closes on Friday at 11:59pm** |
| Week 7 10/4-10/8   | Reading: Chapter 7  
Collaborate Lecture Topic: Intrafamilial Abuse  
**Course Schedule Continued on the Next Page** |

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<table>
<thead>
<tr>
<th>Week 8</th>
<th>10/11-10/15</th>
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<tbody>
<tr>
<td>Reading: Chapter 8</td>
<td></td>
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<tr>
<td>Collaborate Lecture Topic: Extrafamilial Sexual Abuse, Misuse, Exploitation</td>
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**Due: Journal Opens Monday at 8am and closes on Friday at 11:59pm**

<table>
<thead>
<tr>
<th>Week 9</th>
<th>10/18-10/22</th>
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<tbody>
<tr>
<td>Reading: Chapter 9</td>
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<tr>
<td>Collaborate Lecture Topic: Psychological Maltreatment of Children</td>
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<tr>
<th>Week 10</th>
<th>10/25-10/29</th>
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<tbody>
<tr>
<td>Reading: Chapter 10</td>
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<tr>
<td>Collaborate Lecture Topic: Intervention: Reporting, Investigation, and Case Management</td>
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**Due: Journal Opens Monday at 8am and closes on Friday at 11:59pm**

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<thead>
<tr>
<th>Week 11</th>
<th>11/1 – 11/5</th>
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<tbody>
<tr>
<td>Reading: Chapter 11</td>
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<tr>
<td>Collaborate Lecture Topic: The Legal Response to Child Abuse and Neglect</td>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>11/8-11/12</th>
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<tbody>
<tr>
<td>Reading: Chapter 12 and 13</td>
<td></td>
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<tr>
<td>Collaborate Lecture Topic: Treatment: Physical Abuse and Neglect; Treatment: Sexual Abuse</td>
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**Due: Journal Opens Monday at 8am and closes on Friday at 11:59pm**

<table>
<thead>
<tr>
<th>Week 13</th>
<th>11/15-11/19</th>
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<tbody>
<tr>
<td>Reading: Chapter 14</td>
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<tr>
<td>Collaborate Lecture Topic: Foster Care as a Therapeutic Tool</td>
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</table>

**Exam 3: Chapters 9-12, due on Sunday by 11:59 pm.**

<table>
<thead>
<tr>
<th>Week 14</th>
<th>11/22-11/26</th>
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<tbody>
<tr>
<td>Chapter 15</td>
<td></td>
</tr>
<tr>
<td>Collaborate Lecture Topic: Adults Abused as Children</td>
<td></td>
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<tr>
<td>Chapter 16</td>
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<tr>
<td>Collaborate Lecture topic: Working in Child Protection</td>
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**Presentation Due For Odd Groups by Sunday by 11:59 pm.**

*Course Schedule Continued on the Next Page*

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<table>
<thead>
<tr>
<th>Week</th>
<th>Due: Journal Opens Monday at 8am and closes on Friday at 11:59pm</th>
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<tbody>
<tr>
<td>15</td>
<td>Dead Week</td>
</tr>
<tr>
<td>11/29-12/3</td>
<td>Presentation Due for Even Groups by Sunday 11:59 pmm.</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam Due by Thursday at Noon.</td>
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<tr>
<td>12/6-12/10</td>
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</table>

### Grading Rubrics

#### Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

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i [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
ii [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
iii [https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php](https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php)
iv [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)
v [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)
vii [https://www.angelo.edu/dept/writing_center/academic_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)
viii [https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of](https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of)

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