SWK 4303: Social Work and Children and Families

Instructor: Toccara N. Lynch, LCSW  
Email: toccara.lynch@angelo.edu  
Office: Virtual  
Office Hours: By appointment in Collaborate or by email  
Fall Semester, 2021: August 23, 2021 to December 10, 2021  
Online Course

Course Information

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

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.

3 credit hours

Prerequisite and Co-requisite Courses

SWK 2307
Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

Program Outcomes
Upon completion of the program of study for the MSW program, the graduate will be prepared to:

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>Discussions, Presentation, Examinations</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td>Discussions, Presentation, Examinations</td>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
</tr>
<tr>
<td>use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>Discussions, Presentation, Examinations</td>
<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
</tr>
<tr>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>Discussions, Presentation, Examinations</td>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>develop mutually agreed-on intervention goals and objectives based on the</td>
<td>Discussions, Presentation, Examinations</td>
<td>Competency 7: Assess Individuals, Families,</td>
</tr>
</tbody>
</table>
**Student Learning Outcome**
By completing all course requirements, students will be able to:

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>Groups, Organizations, and Communities</td>
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</table>

**Course Delivery**
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

**Required Texts and Materials**

**Recommended Texts and Materials**

*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.) second publication.*

**Technology Requirements**
To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam
Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

**Topic Outline**

**Module 1:** Includes chapters 1-4 and provides an introduction to generalist practice with children and families, the history of child maltreatment, and the need to understand sexual values, attitudes, exploitation, and the current systems of helping abused children.

**Module 2:** Includes chapters 5-8 and discusses the signs and symptoms of physical abuse, causes, long-term effects, and interventions for physical abuse.

**Module 3:** Includes chapters 8-12 and discusses the terms mental injury, cruelty, and emotional maltreatment; it also discusses emotional/psychological abuse and neglect.

**Module 4:** Includes chapters 13-16 and covers sexual abuse, foster care, and adults abused as children.

**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.

- Please note that emails received after 6 p.m. will be answered the following morning.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Threads</td>
<td>15</td>
</tr>
<tr>
<td>Group Research Presentation</td>
<td>35</td>
</tr>
<tr>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>
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 = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Professional Performance 10%

This is relevant to attendance; engaging in collaboration activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note that I view absences from collaborate in the same way as an employer and co-workers might see absences from work. An absence may be excused for academic purposes (medical issues, deaths, school sports, etc.) as it might at work, but in a professional setting, to miss work, you must take PTO, and once you run out of PTO/sick leave, if you miss work, you do not get paid. Therefore, any absence will result in point deductions in professional performance.
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 peer posts with substantive feedback (longer than two sentences with clear input vs only stating, “I agree w what you are saying”. 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). All posts are due by Sunday night at 11:59 PM—Many students overlook this area and do not meet full requirements aforementioned above. Thus, resulting in deductions each week which could add up quickly.

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. Feel free to use your textbook for ideas on topics or to reach out to me if you want to brainstorm on topics. 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 uploaded via Collaborate, 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 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.

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.

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 toccara.lynch@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.

Late Work or Missed Assignments Policy

Policy on Late or Missed Assignments
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. 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 a 10 point deduction. Late assignments beyond the date after assigned due date are not excepted. If you have an emergency please reach out to me so that we can make arrangements and discuss further.
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

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. 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 6-9 study hours per week on average.

Note: This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 2 session times will be offered for students to have some flexibility. **Attendance is not mandatory.** Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions. Collaborate sessions will be recorded so students who cannot or do not attend can review them.

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 College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

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. 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.
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 Day 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).

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**

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<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1&lt;br&gt;Aug. 23-29</td>
<td>Course Introduction&lt;br&gt;Reading: Chapter 1&lt;br&gt;Lecture Topic: The Maltreatment of Children from a Historical Perspective&lt;br&gt;- Discussion Post Assignment: Discussion Post and Peer Responses Due by 8/29 at 11:59pm&lt;br&gt;- Peer Introductions</td>
</tr>
<tr>
<td>Week 2&lt;br&gt;Aug 30-Sept 5</td>
<td>Reading: Chapter 2&lt;br&gt;Lecture Topic: The Family: Roles, Responsibilities, and Rights&lt;br&gt;-- Discussion Post Assignment: Discussion Post and Peer Responses Due by 9/5 at 11:59 pm&lt;br&gt;- Assignment of groups will be given this week</td>
</tr>
<tr>
<td>Week 3&lt;br&gt;Sept 6- Sept 12</td>
<td>Reading: Chapter 3&lt;br&gt;Lecture Topic: Maltreatment and the Developing Child&lt;br&gt;-- Discussion Post Assignment: Discussion Post and Peer Responses Due by 9/12 at 11:59pm&lt;br&gt;- Pick a Child Welfare Topic for Group Research Presentation. Note--only the group leaders need to add it to the discussion post.</td>
</tr>
<tr>
<td>Week 4&lt;br&gt;Sept 13- Sept 19</td>
<td>Reading: Chapter 4&lt;br&gt;Lecture Topic: The Neglect of Children</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td>Week 5</td>
<td>Reading: Chapter 5</td>
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<tr>
<td>Sept 20- Sept 26</td>
<td>Lecture Topic: The Physical Abuse of Children</td>
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<td></td>
<td>- Exam 1: Chapters 1-4, Due on 9/26 by 11:59 pm.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Reading: Chapter 6</td>
</tr>
<tr>
<td>Sept 27- Oct 3</td>
<td>Lecture Topic: The Sexual Abuse of Children</td>
</tr>
<tr>
<td></td>
<td>- Discussion Post and Peer Responses Due by 10/3 at 11:59pm</td>
</tr>
<tr>
<td>Week 7</td>
<td>Reading: Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>Oct 4- Oct 10</td>
<td>Lecture Topic: Intrafamilial Abuse and Extafamilial Sexual Misuse, Exploitation</td>
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<tr>
<td></td>
<td>Discussion Post and Peer Responses Due by 10/10 at 11:59 pm.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Reading: Chapter 9</td>
</tr>
<tr>
<td>Oct 11- Oct 17</td>
<td>Lecture Topic: Psychological Maltreatment of Children</td>
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<tr>
<td></td>
<td>Exam 2: Chapters 5-8, Due on 10/17 at 11:59 pm.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Reading: Chapter 10</td>
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<tr>
<td></td>
<td>- Group Work for Presentations</td>
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<tr>
<td></td>
<td>- Discussion Post and Peer Responses Due by 10/24 at 11:59 pm.</td>
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<tr>
<td>Week 10</td>
<td>Reading: Chapter 11</td>
</tr>
<tr>
<td>Oct 25- Oct 31</td>
<td>Lecture Topic: The Legal Response to Child Abuse and Neglect</td>
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<tr>
<td></td>
<td>- Group Work for Presentations</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td>Week 11</td>
<td>Reading: Chapter 12 &amp; Chapter 13</td>
</tr>
<tr>
<td>Nov 1- Nov 7</td>
<td>Lecture Topic: Treatment: Physical Abuse and Neglect; Treatment: Sexual Abuse</td>
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<tr>
<td></td>
<td>-Discussion Post and Peer Responses Due by 11/7 at 11:59pm</td>
</tr>
<tr>
<td>Week 12</td>
<td>Reading: Chapter 14</td>
</tr>
<tr>
<td>Nov 8- Nov 14</td>
<td>Lecture Topic: Foster Care as a Therapeutic Tool</td>
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<tr>
<td></td>
<td>-Exam 3: Chapters 9-12, Due on 11/14 at 11:59pm.</td>
</tr>
<tr>
<td>Week 13</td>
<td>-Group Presentation work</td>
</tr>
<tr>
<td>Nov 15- Nov 21</td>
<td>-Group Research Presentations Due on 11/21 at 11:59pm.</td>
</tr>
<tr>
<td>Week 14</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Nov 22- Nov 28</td>
<td>Lecture Topic: Adults Abused as Children</td>
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<tr>
<td></td>
<td>-Discussion Post and Peer Responses Due by Monday, 11/29 at 11:59pm</td>
</tr>
<tr>
<td>Week 15</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>Nov 29- Dec 5</td>
<td>Lecture topic: Working in Child Protection</td>
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<tr>
<td></td>
<td>-Discussion Post and Peer Responses Due by 12/5 at 11:59pm</td>
</tr>
<tr>
<td>Dec 6- Dec 12</td>
<td>Final Exam: Chapters: 13-16, Due by 12/8 at 12:00 pm.</td>
</tr>
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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.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

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2. https://www.angelo.edu/catalogs/
4. https://www.angelo.edu/services/disability-services/
5. https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
7. https://www.angelo.edu/dept/writing_center/academic_honesty.php
8. https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of