

Department of Social Work and Sociology

Advanced Practice – Children & Families Summer Semester 2022



Archer College of Health and Human Services

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Office: HHS 224K

Office Hours: Online by appointment

Collaborate: Noted in the syllabus. **Optional collaborates for discussion on assignments will be on TUESDAYS AT 6pm.**

Assignments Due: Assignments are due Sunday at 11:59 of that assigned week.

Course Information Course

Description

This course provides knowledge and skills required for advanced practice relating to children and families with an emphasis on diverse populations. Topics include the changing dynamics of families, social problems faced by children and families, and counseling and intervention programs for children and families. Because families are often defined by a culture, societal attitudes, and politics, this course examines the range of family arrangements (e.g., single parent households, blended families, multicultural partnerships, and same-sex unions) encountered in contemporary American society.

Course Credits

3 credit hours

Prerequisite and Co-requisite Courses

Admission to the Advanced Standing MSW program and/or completion of all MSW foundation curriculum.

Prerequisite Skills

This course requires students to utilize the values, ethics, skills, and knowledge base of the social work profession, including understanding of the general intervention model and its application to social work practice.

General skill-based requirements of this course include basic computer proficiencies (such as accessing Internet websites, using online and on-campus library resources, and familiarity with Microsoft Office software) and the ability to competently apply the formatting and style guidelines of the **Publication Manual of the American Psychological Association** (7th ed.).

Program Outcomes

Upon completion of the program of study for the master's degree in social work, the graduate will be prepared to practice as an advanced generalist in the field of social work as well as sit for the MSW licensing exam.

Student Learning Outcomes

Mapping to Program Outcomes	Assignment(s) or activity(ies) validating outcome achievement:	Student Learning Outcome By completing all course requirements, students will be able to:
Competency 1: Demonstrate Ethical and Professional Behavior	Assessment/intervention papers; treatment plan	A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Assessment/intervention papers; treatment plan	A3.3 Compare how social, economic, cultural, and political frameworks can oppress and violate human rights.

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

Konrad, Shelley. (2020). *Child and family practice: A relational perspective* (2nd ed.). Oxford Press ISBN: 9780190059576

Recommended Texts and Materials

Nichols, M. P., & Davis, S. D. (2020). *Essentials of family therapy* (7th ed.). Pearson. ISBN: 978-0135168097

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 978-1-4338-3216-1

Barker, R. L. (2013). *The social work dictionary* (6th ed.). Washington, DC: NASW Press ISBN: 978-0-87101-447-4

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.)2nd 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

Topic Outline

The first half of the course will discuss developmental stages for children and move into the engagement, assessment, and interventions appropriate for children of all ages. The second half of the course shifts focus to families and looks at the different types of family systems. Interventions at the child and parental levels are explored as well as for couples and gender specific.

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.

Assessment	Percent/Points of Total Grade
Assessment / Intervention w/ Children Paper	30
Assessment/Intervention w/ Families Paper	30
Treatment Plan	40
Total	100%

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

F = 0-60 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

Assessment and Intervention with Children Paper

30%

Students will write a paper discussing how to assess and intervene with children (and their parents, if applicable) in one of the following age groups: 0 to 6 years of age; 7 to 12 years of age; and 13-18 years of age. This paper will address the following areas:

- **Engagement** – including initiating the therapeutic relationship and rapport-building
- **Assessment** – including the selection and rationale of the assessment method/tools and the reliability and validity of the assessment method/tool
- **Intervention** – including the selection and rationale of the intervention, the research supporting the efficacy of the intervention, and corroborating evidence from research
- **Evaluation** – including the method(s) and rationale for assessing intervention implementation

Complete instructions and an outline for the paper can be found on Blackboard.

Treatment Plan

40%

Students will conduct a literature review of at least 5 peer-reviewed journal articles dealing with interventions for family systems. Based on this literature review, students will create and develop a thorough treatment plan intended to be used as part of the final assignment, the *Assessment and Intervention with Families* paper. Treatment plans must conform to one of the

templates provided on the Blackboard LMS course site. Complete instructions, treatment plan templates, and an assignment outline can be found on Blackboard.

Assessment and Intervention with Families Paper

30%

Students will write a paper discussing how to assess and intervene with one of the following family groups:

- Families with adopted and/or foster children (*Webb, Chapter 10*)
- Families with single parents, divorcing parents, or blended families (*Webb, Chapter 11*)
- Families impacted by death and/or chronic or terminal illness (*Webb, Chapter 12*)
- Families with substance-abuse issues, problems, and/or disorder (*Webb, Chapter 13*)
- Families with domestic and/or community violence (*Webb, Chapter 14*)
- Families experiencing victimization or perpetration of bullying (*Webb, Chapter 15*)
- Immigrant or refugee families (*Webb, Chapter 16*)

Complete instructions and an outline for the paper can be found on Blackboard.

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 ckading@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 of this syllabus or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 0.

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](#)¹
- [Angelo State University Catalog](#)²

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.

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](#).³

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](#).⁴ 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 Procedures⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy⁶ 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.⁷

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 Day⁸ 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 (325942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-9422171).

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

Week/Date	Topic/Assignments/Assessments DUE
Week 1	Read (W) Chapters 1 and 2 Video – <i>The Role of the Therapist, The Role of the Client</i>
Week 2	Read (W) Chapters 3 & 4 Video – <i>Whither Family Therapy: A Jay Haley Version</i> Optional Collaborate to discuss week 3 paper
Week 3	Read (W) Chapters 5 & 6 Assessment /Intervention w/ Children paper due week 3
Week 4	Online Research on Treatment Planning Video – <i>The Craft of Family Therapy w/Salvador Minuchin</i> Optional Collaborate Session to discuss questions about treatment plans due week 4
Week 5	Read Chapters 7 & 8 Treatment Plan due Week 5
Week 6	Read Chapter 9 & 10 Video – <i>Counseling Families with Young Children...</i>
Week 7	Read Chapters 11 & 12
Week 8	Work on Assessment/Intervention w/ Families Paper Optional Collaborate Session to discuss questions about treatment plans due week 9
Week 9	Assessment/Intervention w/ Families Paper due week 9
Week 10	Read Chapter 13 and Epilogue

Week 11	No Final Exam
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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

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

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>