

SOCW 4310: Social Work with Children and Families

Fall 2023



UT Tyler™ **SOCIAL WORK**

Instructor Information

Instructor:

Ericka Freeman, LCSW
Associate Professor in Practice

Office:

College of Arts and Sciences (CAS) 152B

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In-Person Office Hours:

Tuesdays 12:30 – 2 p.m., 3 – 4 p.m.

Thursdays 9:30 – 2 p.m.

Other hours available by appointment only.

Virtual Office Hours via Zoom: By appointment only.

Course Information

Section Information:

SOCW 4310-001

Time and Place of Class Meetings: Tuesdays 9:30 a.m. - 10:50 a.m. in scheduled classroom; *On Thursdays 9:30 – 10:50 a.m., students may use this time in the classroom or outside of classroom for service learning or consultation with professor*

On Campus Component: Tuesdays are in-person class meetings, 9:30 – 10:50 a.m. in the College of Arts and Sciences (CAS), room 104.

Off Campus Components:

Service-Learning participation with either Casa for Kids East Texas or Buckner Children and Family Services will be scheduled based on the student and agency's availabilities. Thursdays from 9:30 a.m. – 10:50 a.m. is protected time students may use for a variety of coursework purposes.

Online course material which compliments the Service-Learning component may be accessed at any time and should be completed according to the due dates listed in this syllabus.

Service-Learning Component Description: This section of 4310 is organized as a Service-Learning course. This Service-Learning course helps prepares social work students for working with children and their adult support system(s)—which can include parents, extended family, fictive kin, and advocates, such as therapists and court-ordered guardians ad litem by helping create strategies, processes, and evaluative tools in the context or real-word scenarios.

This semester, students will partner with either Casa for Kids of East Texas or Buckner Children and Family Services. Students in the course should expect to both serve at and learn from this agency. In addition, reflection of the service learning experience will occur through journal writing. The

Examples of service may include: assessing the unmet needs of the agency, participating in a needs drive, organizing child resource rooms, assisting with October agency fundraiser, helping staff at community events.

Examples of learning may include: touring the facility, attending a board meeting, attending court, attending pre-service volunteer Guardian Ad Litem training, attend continuing education training, assisting in needs assessments and advocacy drives, community awareness outreach, and shadowing agency employees.

Service learning combines field visits, reading assignments, journal responses/reflections, in-class discussions, and projects (e.g., acts of service) benefitting their community partner to explore the importance of competent, generalist social work intervention with families who have pre-adult children.

Course and Classroom Foundational Goals: Within the framework of this course, the social work core competencies of engaging diversity and difference in practice; engaging, assessing and intervening with individuals, families, groups and communities; and evaluative practice with individuals, families, groups, organizations and communities are integrated into our course foundational goals of 1) preparing undergraduate social work students for professional helping roles with diverse populations of children and their adult support system(s), which can include biological parents, extended family, fictive kin, foster parents and community advocates, 2) demonstrating effective partnerships with community child serving agencies during which students will both serve and learn, and 3) reflecting critically on the partnerships to build student self-efficacy. Classroom

goals will support the course goals and include identifying and committing to an agency partnership, successfully completing assigned activities within the partnership outside of scheduled class hours, and appropriately applying social work course knowledge of children and families to partnership activities as demonstrated by journal reflections.

Description of Course Content: A critical examination of social policies, research, and practices impacting at-risk children and families in child welfare, child mental health, and school settings. Emphasis is placed on the role of the social work practitioner in enhancing the well-being of children and families in contemporary society. Pre-requisite: SOCW 2361.

Course Overview: The purpose of this course is to provide social work students with an overview of the history, goals, policies and associated interventions of working with children and families.

Student Learning Outcomes for SOCW 4310:

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the nine Core Competencies established by the Council on Social Work Education (EPAS 2015):

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1-9, it mainly focuses on 2, 6, 7, and 8:

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. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Social workers understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

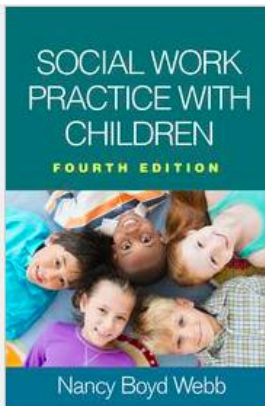
- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Required Textbook and Other Course Material:

Webb, N.B. (2019). *Social work practice with children* (4th ed.), The Guilford Press.

ISBN: 9781462537556



Additional readings and videos will be posted on Canvas.

Descriptions of Assignments:

Serving-Learning Assignment (50% Final Grade)

- **Component #1 Service** Students will participate in outreach efforts that assist the community partner in achieving its mission and goals. The effort should include all elements of the 4-stage planned changed process: engagement, assessment, intervention and evaluation. Efforts will be approved in advance by the community partner and instructor. Each student will provide the instructor with a time sheet detailing the activities and time spent serving the agency. Assignment specifics, including due date(s), are found under the “Assignments” link in Canvas and will be presented during class.
- **Component #2 Learning** Students will attend agency-related activities that foster learning about the agency’s role in advocating for and strengthening relationships with children and families. These activities could include: touring the agency’s campus, attending a board meeting, attending court, attending volunteer training, attend continuing education training, and shadowing employees. Each student will provide the instructor with an evaluation of the service-learning process, critically examining the components and giving advice and suggestions for the next class of students who will be working with the community partner. Assignment specifics, including due date(s), are found under the “Assignments” link in Canvas and will be presented during class.

- **Component #3 Reflecting** Students will write three (3) clear and concise one-page, two-paragraph journal entries demonstrating reflection of the assignment. Journal entries will correspond with the progression of the Service-Learning experience. Each journal will pose the questions: “What? So what? Now what?” within the context of a critical incident as identified by the instructor. Assignment specifics, including due date(s), are found under the “Assignments” link in Canvas and will be presented during class.

Activities and Attendance (20% Final Grade).

In most modules, students are to engage in the described activity(ies). Each activity is relative to its corresponding module’s material and helps students further digest and explore a topic, resource, or skill with children and families. Some activities will be completed during class time and other activities may be completed outside of class.

PLEASE NOTE: Each student is allowed up to two (2) absences without grade reduction penalty. Each absence after the second (2nd) absence will result in a 10-point reduction in participation grade per absence. (e.g. absence #3 = 90, absence #4=80, etc.) In addition, it is important for students to come to class prepared to take part in class . Participation grades will reflect accordingly.

Students who miss more than 50% of the scheduled in-person class dates will not pass the class.

Discover and Demonstrate (30% Final Grade).

To assist with discovering, developing and demonstrating skill-based resources to utilize in future practice with children and families, students will participate in brief assignments throughout the semester. There are 5 Discover and Demonstrate Assignments. Each will correspond with course material presented in the applicable module. Directions for each assignment will be posted in Canvas and due dates will be listed in the course schedule.

Grading Information

Grading:

Assignment	%
Service Learning	50
Activities and Attendance	20
Discover and Demonstrate (5 @ 6% each)	30
Total	100

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or evidence of plagiarism (e.g., high Unicheck score) will not receive a satisfactory grade. All written assignments will be due on the date listed on the course schedule.

Ten points will be deducted for late assignments.

No assignment will be accepted after five days late.

- A = 90 and Above
- B = 80 - 89.9
- C = 70 –79.9
- D = 60 - 69.9
- F = Below 60

A grade of incomplete will not be given for this class.

Make-Up Assignments:

Late assignments are strongly discouraged. There will be a 10-point (total) deduction for each late assignment. No assignment will be accepted after 5 days following the due date.

It is the student's responsibility to ensure that work is completed on time and submitted correctly.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for quizzes, etc.

Attendance:

Engaged and timely participation in all assignments constitutes "attendance" for purposes of this course. The Census Date for the semester is **September 1, 2023**. This is the last day students may withdraw from the course without penalty.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes will be communicated in a timely manner through UT Tyler email and announcement(s) in Canvas.

This course is organized by modules. Each module begins on a Sunday, at 12 a.m., and ends on the following Sunday, at 11:59 p.m. Any assignment due in a module must be submitted by the corresponding Sunday.

Module	In-Person Class Date	Topics	Required Reading Activities	Assignments Due/Date
Getting Started	8/22	Course Overview and Introductions	Syllabus, Acquire textbook, Review semester ahead.	Start Here Module Due: 8/27/23 11:59 p.m.
Service Learning	8/29	Service-Learning and Community Partners	Meeting our Community Partners, Video "What is Service Learning?" Blog "What is Service Learning?"	Service-Learning Module Due: 9/3/23 11:59 p.m.
1	9/5	An Ecological-Development Framework for Helping Children	Chapters 1, 2 Infographic on Racism Assigned Videos	Discover and Demonstrate #1 Due: 9/10/23 11:59 p.m.
2	9/12	Building Relationships and Assessments	Chapters 3, 4 Article "3 Principles to improve outcomes for children and families" Assigned Videos	Discover and Demonstrate #2 Due: 9/17/23 11:59 p.m.

3	9/19	Contracting, Planning and Tracking	Chapter 5 Assigned Videos	Journal Reflection #1 Due: 9/24/23 11:59 p.m.
4	9/26	ACEs, Trauma-Informed Care and Diagnostic Tools	Review Chapter 4, pp 86-88 Case Study: Faith Harper Assigned Readings on ACEs Assigned Videos	
5	10/3	Helping the Family Help Their Child	Chapter 6 Assigned Videos	Discover and Demonstrate #3 Due: 10/8/23 11:59 p.m.
6	10/10	Play Therapy and Techniques with Children	Chapter 7 Assigned Videos	
7	10/17	The Family Life Cycle	"Family Development and the Life Cycle" pdf Assigned Videos	Journal Reflection #2 Due: 10/22/23 11:59 p.m.
8	10/24	School-Based Interventions	Chapter 9 Article: Central Texas School Social Workers" Assigned Videos	
9	10/31	Special Circumstances: Foster Care, Bi-Nuclear Families	Chapters 10, 11 Assigned Videos	Discover and Demonstrate #4 Due: 11/5/23 11:59 p.m.
10	11/7	Special Circumstances: Illness and Death	Chapter 12 Case Study: A Tiny Toddler Loses Her Taste Assigned Videos	
11	11/14	Special Circumstances: Substance-Using Families	Chapter 13 Article: "The Impact of Substance Disorders on Families and Children" Assigned Videos	Journal Reflection #3 Due: 11/19/23 11:59 p.m.
	11/21	Thanksgiving Break		Enjoy your break!
12	11/28	Special Circumstances: Community Violence, Interpersonal Violence	Chapters 14, 15 Assigned Video	Discover and Demonstrate #5 Due: 12/3/23 11:59 p.m.
Final	12/5	Semester Wrap-Up	Candid, in-class discussion of Service Learning experience as it relates to social work	Service Learning Components #1, 2 (Lab Book and Evaluation) Due by end of course: Thursday, December 7,

Institutional Information

Covid-19 Information for Classrooms and Laboratories at UT Tyler

Please visit the University's web page for the most up-to-date protocols: <https://www.uttyler.edu/coronavirus/>

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waiver through Financial Aid State-Mandated

Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another

person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](#) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](#) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](#) (903.566.7254)