

SOCW 4310: Social Work with Children and Families

Fall 2024



UTTyler™ **SOCIAL
WORK**

Instructor Information

Instructor:

Ericka Freeman, LCSW
Associate Professor in Practice

Office:

College of Arts and Sciences (CAS) 152B

Telephone Number: 817-774-8420 (voice and text)

Email Address (preferred method of communication): efreeman@uttyler.edu

In-Person Office Hours:

Tuesdays 12:30 – 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* WITH the exception of Thursday, September 5, when in-person, in-class attendance is required to meet with a community partner.

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 SocialWorx Advocacy Group 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 SocialWorx Advocacy Group. Students in the course should expect to both serve at and learn in the 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 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 2022):

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. Advance Human Rights and Social, Economic, and Environmental Justice
3. Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
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:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers: a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

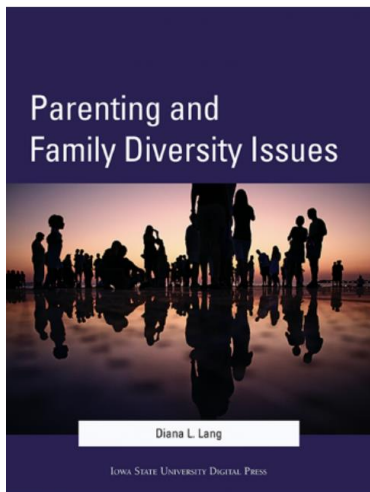
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers: a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers: a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Required Textbook and Other Course Material:

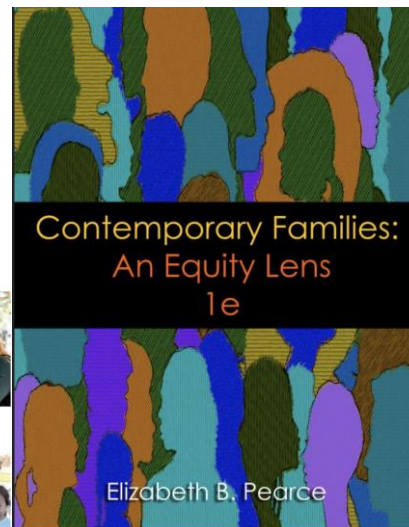
All reading materials for this course are furnished to students **free of charge** through Open Education Resources (OER). The materials are embedded in this course and available for download. Students are not required to purchase a textbook.

OER textbooks for this course are:



Child, Family, and Community

Rebecca Laff and Wendy Ruiz



Other OER required course reading material, such as articles, handouts and selected chapters from ancillary texts, will be posted in 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).

At the beginning of each class, students will get to “try on for size” a practice-based activity for working with children and families. 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. It is important that students arrive on time to class so they can fully participate in the day’s activity.

In addition, students have an introductory, low-stakes assignment called “What I want to learn,” which will help students and instructor align the expectations for this course.

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 activities and attendance 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. 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

Make-Up Assignments:

Late assignments are strongly discouraged. There will be a 10 percent (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 9, 2024. 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(s)	Topics	Required Readings/ Activities	Assignments Due/Date
Getting Started	8/27	Course Overview, Introductions, Choosing a student-led subject	Syllabus,	Start Here Module "What I Want to Learn" Due: 9/1/24 11:59 p.m.
Service Learning	9/3 and 9/5	Service-Learning and Community Partners	Meeting our Community Partners, Video "What is Service Learning?" Blog "What is Service Learning?"	Service-Learning Module Journal #1 Due: 9/8/24 11:59 p.m.
1	9/10	The Focus of Working with Children and Families	OER readings: Contemporary Families and Child Family and Community assigned chapters Assigned Videos	Discover and Demonstrate #1 Due: 9/15/24 11:59 p.m.
2	9/17	Societal Structures that Affect Families Children	OER readings: Contemporary Families assigned chapters Article:	

			<p>“The Federalization of Family Law”</p> <p>Assigned online resources</p>	
3	9/24 9/30	How Health and Wellness Affect Children and Families	<p>OER reading: Contemporary Families, ch 4</p> <p>Article: “Trends in ACEs in the United States”</p> <p>Assigned Videos</p>	<p>Journal Reflection #2</p> <p>Due: 10/6/24 11:59 p.m.</p>
4	10/8	Building Relationships and Empowering Families	<p>Embedded textbook: Social Work Practice with Children, ch 3</p> <p>Article: “Principals to Improve Outcomes for children and families”</p> <p>Assigned Video</p>	
5	10/15	Tools for Assessing Children and Families	<p>Embedded textbook: Social Work Practice with Children, ch 4</p> <p>Assigned Videos</p>	<p>Discover and Demonstrate #2</p> <p>Due: 10/20/24 11:59 p.m.</p>
6	10/22	Contracting and Planning with Families	<p>Embedded textbook: Social Work Practice with Children, ch 5</p> <p>Assigned community resources</p>	<p>Discover and Demonstrate #3</p> <p>Due: 10/27/24 11:59 p.m.</p>
7	10/29	The Broken System of Child Welfare, Foster Care, and Adoption	<p>OER reading: Parenting and Family Diversity, pp 158-166</p> <p>Guest Speaker</p> <p>Assigned online resources</p>	<p>Discover and Demonstrate #4</p> <p>Due: 11/3/24 11:59 p.m.</p>

			Assigned Video	
8	11/5	There is no Substitute for Good Parenting	OER readings: Parenting and Family Diversity; Child Family and Community assigned chapters Assigned Videos	Discover and Demonstrate #5 Due: 11/10/24 11:59 p.m.
9	11/12	Gender and the Family	OER reading: Child Family and Community, ch 4 Article: "Healthy Gender Development and the Young Child" Assigned Video Assigned Online Resource	Journal reflection #3 Due: 11/17/24 11:59 p.m.
10	11/9	Special Topic Chosen by Students	TBD	
	11/26	Thanksgiving Break		Enjoy your break!
11	12/3	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 8, 2024, 11:59 p.m.

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress

and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance.

*CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center. * Students who began college for the first time before 2007 are exempt from this law.*

Artificial Intelligence (AI) Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy

AI For this course, SOCW 4310:

AI is not permitted in this course at all.

Professor Freeman expects all work students submit for this course to be their own. She has carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, Professor Freeman expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the

time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the 08/2024 rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

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 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 the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in

contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#)

Campus Carry

We respect the right and privacy of students 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>.

Student Resources

For a complete listing of all student resources available at UT Tyler, please visit this link in our course's Canvas:

<https://uttyler.instructure.com/courses/36804/pages/student-resources>