

SOCW 4310-001

Ericka Freeman, LCSW-S

✉ efreeman@uttyler.edu

☎ 817-774-8420 voice/text



In person: M, F 9-10 a.m.; 1-3 p.m. Virtual: T/TH by Appointment

WE EXPECT WOMEN TO
WORK LIKE THEY DON'T
HAVE CHILDREN AND
RAISE CHILDREN AS IF
THEY DON'T WORK



Course Description and Overview

Social Work with Children and Families is a service-learning course that critically examines 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.

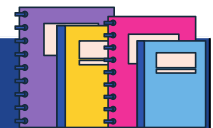
The purpose of this service-learning course is to help prepares social work students for working with children and their adult support system(s)—which can include parents, extended family, fictive kin, and advocates, such as therapists and court-ordered guardians ad litem by helping create strategies, processes, and evaluative tools in the context or real-word scenarios. The course content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation. See page 6.

Course Meetings

We meet **10:10 - 11:05 a.m.** each **Monday** and **Friday** in person, in **Cowan Fine Arts Ctr Rm #2006**. Service-Learning participation with either Casa for Kids East Texas or Hope Haven of East Texas will be scheduled based on the student and agency's availabilities. Wednesdays, 10:10 - 11:05 a.m. is protected time students may use for Service Learning activities and 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.

Course Readings





No need to lug around a heavy and expensive textbook for this course! All your brain food will be served up on Canvas via Open Education Resources (OER), UT Tyler Library E-Books, or through a delightful mix of podcasts, articles, and videos whipped up by the instructor.

Course Reading Expectation

Dive into those reading assignments before class—they're your ticket to lively discussions! Feel free to bring all your burning questions and quirky comments to the lecture. Your curiosity and insights are the secret recipe for the instructor to gauge if you're flipping through those pages outside of class.

Course Grading

A = 90 - 100 
B = 80 - 89.9
C = 70 - 79.9
D = 60 - 69.9
F = Below 60 

Course Assignments

 <p>Serving-Learning Assignment Component #1 Service (25%)</p>	 <p>Serving-Learning Assignment Component #2 Learning (25%)</p>
<p>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.</p>	<p>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.</p>
 <p>Service-Learning Assignment Component #3 Reflecting (25%)</p>	 <p>Discover and Demonstrate (25%)</p>
<p>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.</p>	<p>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.</p>

“There is no substitute for good parenting”

Assignment Due Days

Unless otherwise indicated--such as client simulation participation--completed assignments are due on Sundays, end of day, 11:59 p.m. (Stroke before midnight) according to module listed on course schedule (page 4).



Academic Integrity

All work in this course is expected to be your own, completed by you for this class. If you receive help from an article, book, website, another person, etc., you must indicate that on the assignment. This is called citing your sources. When you take credit for someone else's work, it is plagiarism. If you are ever unsure about whether you have correctly given credit to a source, please ask, and I will help you.

AI Usage in SOCW 4310

We're going to promote the responsible use of AI as a learning tool, while keeping academic integrity intact—like trying to ride a unicycle on a tightrope! For each assignment, I'll clearly outline the level of AI involvement allowed, which could range from "no AI at all" to "bring your AI to school day." When you do use AI, make sure to give it a shout-out, provide links to all the AI shenanigans, and include your original work.

You'll need to stick to these guidelines and be ready to chat about how AI contributed. This policy is here to boost your proficiency in critical thinking and hone those vital social work skills. Remember, the ultimate aim is for everyone to learn and level up their skills, without accidentally creating an AI that takes over the world! For more information, see UT Tyler's AI Statement on page 8.



Attendance and Participation Expectations

Each student is allowed one absence without grade reduction penalty. Each absence after, will result in a 1 point deduction of final grade, per absence. In addition, it is important for students to come to class prepared to take part in class. If you aren't present, you can't participate!



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

SW with Children and Families

COURSE SCHEDULE

Week/ Module	Module Material	Assignments Due
8/25 - 8/31: Module: Getting Started	Course Overview, Introductions, Choosing a student-led subject	Start Here Module "What I Want to Learn"
8/31 - 9/7 Module: Service Learning	Meeting our Community Partners, Video "What is Service Learning?" Blog "What is Service Learning?"	Service-Learning Module Journal #1
9/7 - 9/14 Module 1: 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
9/14 - 9/21 Module 2: Societal Structures that Affect Families and Children	OER readings: Contemporary Families assigned chapters Article: "The Federalization of Family Law" Assigned online resources	
9/21 - 9/28 Module 3: How Health and Wellness Affect Children and Families	OER reading: Contemporary Families, ch 4 Article: "Trends in ACEs in the United States" Assigned videos	Journal Reflection #2
9/28 - 10/5 Module 4: Building Relationships and Empowering Families	Embedded textbook: Social Work Practice with Children, ch 3 Article: "Principles to Improve Outcomes for children and families" Assigned Video	
10/5 - 10/12 Module 5: Tools for Assessing Children and Families	Embedded textbook: Social Work Practice with Children, ch 4 Assigned Videos	Discover and Demonstrate #2

10/12 - 10/19 Module 6: Contracting and Planning with Families	Embedded textbook: Social Social Work Practice with Children, ch 5 Assigned community resources	Discover and Demonstrate #3
10/19 - 10/26 Module 7: The Broken System of Child Welfare, Foster Care, and Adoption	OER reading: Parenting and Family Diversity, pp 158-166 Guest Speaker Assigned online resources Assigned Video	Discover and Demonstrate #4
10/26 - 11/2 Module 8: 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
11/2 - 11/9 Module 9: 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
11/9 - 11/16 Module 10	Special Topic Chosen by Students	TBD
	Thanksgiving Break	Enjoy your break!
11/30 - 12/7 Module 11: 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)

CSWE COMPETENCIES

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

Every policy has a purpose: to help us learn better!

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.

CSWE COMPETENCIES, CONT.

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.

UNIVERSITY POLICIES

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. *See page 2 of this syllabus for Professor Freeman's specific expectations.*

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.

UNIVERSITY POLICIES, CONT.

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 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 RobertMuntz 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

UNIVERSITY POLICIES, CONT. 2

Students on an F-1 Visa T

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: