

# The University Of Toledo

## Existing Graduate Course Modification Form

\* denotes required fields

Contact Person\*: Mylo Jennings Phone: 530-4122 (xxx - xxxx) Email: mylo.jennings@utoledo.edu

### Present

### Proposed

Supply all information asked for in this column.( Supply core, research intensive and transfer module info if applicable)

Fill in appropriate blanks only where entry differs from first column.

College\*: College Soc Justice and Hum Serv

College: --Select a College--

Dept/Academic Unit\*: Criminal Justice, Social Work and Legal Specialities

Dept/Academic Unit: --Select a Department--

Course Alpha/Numeric\*: SOCW 6410

Course Alpha/Numeric: -

Course Title: Child And Family Social Work Practice

Course Title: Social Work Micro Practice with Children and Families

Credit hours: Fixed: 3 or Variable: to

Credit Hours: Fixed: or Variable: to

#### CrossListings:

Insert

To add a course, type in course ID and click the Insert button.  
To remove a course, select the course on left and click the Remove button.

Remove

#### CrossListings:

Insert

To add a course, type in course ID and click the Insert button.  
To remove a course, select the course on left and click the Remove button.

Remove

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

all 5000-level classes, Advanced Standing status, or permi:

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

SOCW 6110

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Catalog Description (only if changed) 75 words max:

Catalog Description (only if changed) 75 words max:

Course covers the social worker's role in child and family practice settings including the major theoretical perspectives accepted in the field with an emphasis on strengths and empowerment.

Course provides students with specialized knowledge about clinical practice with children and families. Included are major theoretical perspectives and practices currently accepted in the field, with an emphasis on strengths and empowerment.

Has course content changed?

Yes


No

If course content is changed, give a brief topical outline of the revised course below( less than 200 words)

Proposed effective term\*:  ( e.g. 201140 for 2011 Fall)

File Type	View File
Syllabus	<a href="#">View</a>

List any course or courses to be deleted.

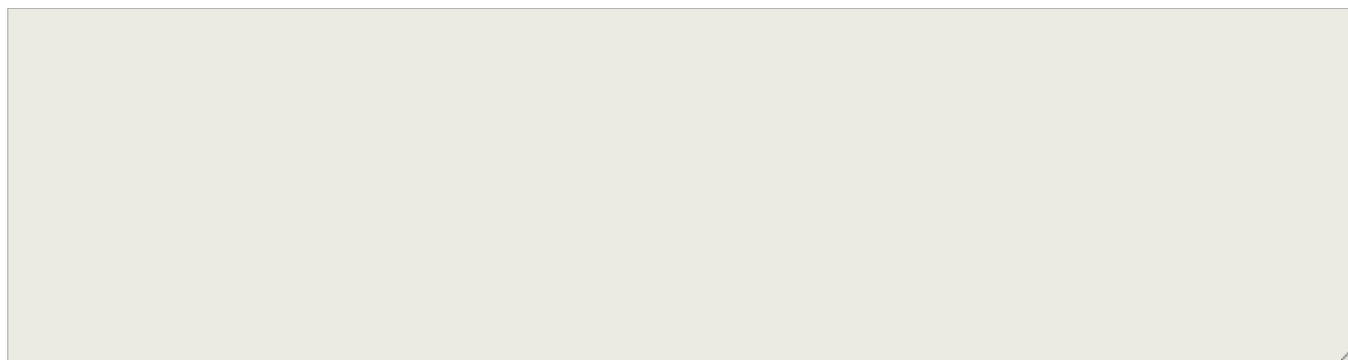
Effective Date:  

Effective Date:  

Comments/Notes:

Only names & course descriptions are changing. These changes are so the titles and descriptions will be more in line with various state license board requirements.

Rationale:

**Approval:**

Department Curriculum Authority:	<input type="text" value="Wendi Goodlin-Fahncke"/>	Date	<input type="text" value="2016/02/15"/>
Department Chairperson:	<input type="text" value="Lois Ventura"/>	Date	<input type="text" value="2016/02/25"/>
College Curriculum Authority or Chair:	<input type="text" value="Barry W. Scheuermann"/>	Date	<input type="text" value="2016/08/02"/>
College Dean:	<input type="text" value="John Laux"/>	Date	<input type="text" value="2016/08/02"/>
Graduate Council:	<input type="text" value="Constance Schall (GC 10.18.2016)"/>	Date	<input type="text" value="2016/10/18"/>
Dean of Graduate Studies:	<input type="text" value="Amanda Bryant-Friedrich"/>	Date	<input type="text" value="2016/10/26"/>
Office of the Provost :	<input type="text" value="Marcia King-Blandford"/>	Date	<input type="text" value="2016/10/27"/>

**Administrative Use Only**

<b>Effective Date:</b>	<input type="text" value="2017/01/22"/>		(YYYY/MM/DD)
<b>CIP Code:</b>	<input type="text"/>		
<b>Subsidy Taxonomy:</b>	<input type="text" value="masters"/>		
<b>Program Code:</b>	<input type="text"/>		
<b>Instructional Level:</b>	<input type="text"/>		

**Registrar's Office Use Only**

<b>Processed in Banner on:</b>	<input type="text" value="2016/10/31"/>	
<b>Processed in Banner by:</b>	<input type="text" value="Tasha Woodson"/>	
<b>Banner Subject Code:</b>	<input type="text" value="SOCW"/>	

**Banner Course Number:**

6410

**Banner Term Code:**

201710

**Banner Course Title:**

Social Work Micro Practice with Child

<p><b>Instructor: Dr. Michael Prior</b>  <b>Office: HH 2614</b>  <b>Office Phone: (419) 530-5187</b>  <b>Email: michael.prior@utoledo.edu</b></p>	 <b>COLLEGE OF HEALTH SCIENCE  AND HUMAN SERVICE</b> <hr/> <small>THE UNIVERSITY OF TOLEDO</small>  <b>MSW Program</b> <b>Semester: Fall 2016</b>	<p><b>Office Hours:</b>  <b>Thursday 1 to 4 PM</b>  <b>Friday 1 to 3 PM</b>  <b>And by appointment as needed</b></p>
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**Course Title, Time, Location:**

**SOCW 6410-001**  
**Child and family Social Work Practice**  
**Friday 8:30-11 AM**  
**HH 2303**

**Course Description:**

Course provides students with specialized knowledge about clinical practice with children and families. Included are major theoretical perspectives and practices currently accepted in the field, with an emphasis on strengths and empowerment. Social workers are frequently called upon to provide services to children and their families. The complexity of the problems facing families calls for trained, professional workers who are able to provide a variety of services including both micro and macro level interventions. This course will look at the types of services social workers provide to children and their families, including direct intervention, advocacy, building support systems, and empowering families. The course will examine both traditional approaches to child welfare practice, such as foster care, institutional care, adoptions and permanence planning and childcare. It will also cover some of the newer approaches in child welfare, such as services to prevent out-of-home placement, including family preservation services and preventive services. In addition, historical trends and current policies, which impact on the delivery of services to children and families, will be examined.

**Course Objectives:**

Upon completion of this course, students will be able to:

1. Describe the historical context and the current context of services and policies to children and their families.
2. Identify programs that constitute the continuum of services for children, youth, and their families.
3. Identify attitudes, cultural and social biases, and resource impediments, which interfere with the effective provision of appropriate services to children and their families, particularly those, which negatively impact minorities of color and women.
4. Set practice goals for children, youth and families.
5. Describe programs and intervention, which are available for children and their families (i.e., residential treatment, in-home services, foster care, adoption, etc.) and the conditions under which their use is appropriate.
6. Discuss values and ethical dilemmas that arise when working with children and their families.
7. Demonstrate knowledge of the factors that place families at risk for maltreatment and the preventative programs, which are available to help them.
8. To understand primary prevention, diagnosis and treatment of mental and emotional disorders with children and families.
9. Evaluate the outcomes of services to families and children.

## **Course Requirements:**

**1. Exams** – 65 points each. Students will be required to take two written exams. Students must take exams on scheduled dates. Exams will be made up of short answer and essay questions. If a student fails to take an exam as scheduled, it is the student's responsibility to inform the instructor immediately. If the student's failure to take the examination is due to a legitimate reason (excused by the University), the student will be allowed to take a makeup (alternate) exam. In order to qualify to take a make-up exam, the student must provide the instructor with a copy of documentation from the University or a medical professional formally excusing the student from class attendance for the day of the missed exam. If the student cannot provide this documentation they will not be allowed to take the makeup exam and a zero will be entered as the student's grade for that particular exam.

Students are strongly encouraged to take exams as scheduled. If a student knows in advance that they will need to miss class on the day of an exam they can arrange to take the exam early. To do so, the student should notify the instructor at least four days prior to the exam date to arrange for the early exam. One important purpose of the exams is to encourage students to study the assigned readings for the course.

**2. Term Paper** – 55 points. Students will be required to write an 8-10 page term paper (not including the cover page and the reference pages) utilizing at least 8 references. *Your instructor will not read more than ten pages.* A more complete description of the paper is provided below. At least eight of the references utilized for this paper must be from academic peer reviewed journals. Students are encouraged to also use any appropriate books or websites as needed. The due date for this paper is firm. There will be no opportunity for you to resubmit the paper for a better grade after papers have been submitted and returned. Ten (of the 55) points will be deducted for each day a paper is turned in late (including Saturday and Sunday). A paper is considered to be submitted on time if a hard copy of it is in the instructor's possession before midnight on the due date. The student is required to submit a hard copy and an electronic copy of the paper. Your paper will not be considered to be submitted until a hard copy is provided to the professor. Students may submit an electronic or hard copy early for feedback from the instructor prior to the due date. Please allow at least three working days for feedback. I will also be available to work with you in the planning of your paper and/or the search for articles to be used in your paper.

\*\*Additional notes:

- a. Write in third person, not first or second person. Never use "I", "we", or "you"
- b. Write, proofread and edit repeatedly. Very few people can write well without frequently proofing and editing. The quality of your writing is key to a favorable grade on this assignment. Spelling, grammar, etc., are considered in grading. Closely proofread and correct your final copy. If writing is not one of your strengths, you are strongly encouraged to utilize the University Writing Center for this assignment.
- c. Strictly adhere to APA Publication Manual Style
- d. Include a minimum of 8 references from peer reviewed journals
- e. The paper should be at least 8 pages in length, *excluding* your cover page and reference list. A paper of less than eight full pages, no matter how well written, cannot receive full credit.

Papers are to be written only in 12 point, Times New Roman font and in APA style. The student should not repeat the words of the authors but will report in your own words what you find in the research. Brief quotes are acceptable when no other wording will suffice, but should be used very minimally. Quoting to any significant degree will affect the student's grade. Spelling, grammar, and readability are important. Check and recheck your work. If you need assistance of any kind writing your papers, finding articles, etc., just let me know. I am serious about your success.

Use one-inch margins on the top and bottom and 1¼ inch margins on the left and right. Margins, font, line spacing, and the length of your paper are important to your grade. Also, do not skip lines in the body

of your paper for any reason. Do not use bulleting or outline form for any part of your work – use narrative only.

An additional note: Be sure that the work that you submit contains no plagiarism. It is your responsibility to know exactly what plagiarism is. Your instructor will monitor this aspect of your effort. Any plagiarism will result in the grade of zero for the paper. Students may be asked to submit both a hard copy and electronic copy of their work. Instructors may use Blackboard to check papers for plagiarism. If you have any questions about what specifically constitutes plagiarism, consult the graduate handbook and/or your professor.

**3. Attendance and active participation** – 15 points. Students are expected to come to class prepared to actively engage in the learning process. This portion of the student’s grade is dependent largely on the student’s presence in class. Students must attend class as scheduled and be on time. Students are encouraged to participate in class discussions and activities. Students are expected to participate positively in the learning process. Such participation may include sharing experiences, asking questions, active listening, seeking out and valuing the opinions of others, and showing respect for peers, the instructor, and classroom processes. Failure to be present and on time and participate positively will affect this portion of the student’s grade. Duties for work, home, or field placements are not sufficient reasons for excused absences or for being late. Points are built into the syllabus to reward students for their presence and participation in class and to consequence students for nonattendance as follows:

0-1 absences	15 points
2 absences	7 points
3 absences	0 points
4 absences	additional drop of a letter grade
5 absences	student fails course

Coming to class late (after attendance is taken) or leaving early will affect the student’s grade. Two “lates” (or leaving early) will be counted as an absence and affect the student’s grade as described above, including the possible drop of a letter grade and failure of the class. A student missing 45 or more minutes of class will be considered absent for that class. **Cell phones are to be turned off before class. Laptops and other electronic devices are not to be used during class.**

A personal note: It seems as if most students see me as being generally friendly and having students’ best interests at heart (hopefully true). Because of this, sometimes students mistakenly guess that I will not actually follow through with the requirements outlined in this syllabus. Please don’t make this mistake. I am very into fairness, and to me that means treating everyone equally; everyone with the same opportunities and same responsibilities. Therefore, an expectation by a student for me to vary from the requirements described here would require that I allow all students to vary from the requirements based on their own individual needs. Please know that I expect students to excel given the expectations described in this syllabus.

### **Evaluation**

Exams – 65 points each	130 points
Term Paper	55 points
<u>Class participation</u>	<u>15 points</u>
Total	200 points

### **Grading:**

*Grading Scale:*

A 91-100%

A-	90%
B+	87-89%
B	80-86%
C+	77-79%
C	70-76%
D+	67-69%
D	60-66%
D-	59%
F	below 59%

In an effort to help students succeed, the social work department has an Academic, Professional, Performance, and Review Committee (APPRC) to assist “at risk” students. For more information refer to the MSW Student Handbook.

**Required Texts:**

Nichols, M.P. (2013). Family therapy concepts and methods (10<sup>th</sup> Ed.). Boston: Allyn and Bacon. Other required readings will be provided through Blackboard and through email attachments.

**Course Outline:**

Week 1

8/28 Introduction to the course; overview of genograms and ecomaps

Week 2

9/4 Bradshaw on the Family  
Readings: Bradshaw – Chapters 2, 3, 4 – On Blackboard

Week 3

9/11 Attend Human Trafficking Conference during class time  
Readings: - - - - -

Week 4

9/18 Foundations, evolution, and early models of family therapy  
Readings: Nichols – Chapters 1, 2, 3

Week 5

9/25 The fundamentals of family therapy  
Readings: Nichols – Chapter 4

Week 6

10/2 Bowen family systems therapy  
Readings: Nichols – Chapter 5; Coco & Courtney (1998) – from bibliography; Unprepared: The legacy of an ineffective family – on Blackboard

Week 7

10/9 Cultural competence  
Readings: McGoldrick and Giordano (on Blackboard); Bean, et al. (2001); Bean, et al. (2002) – from bibliography



Week 8

10/16

**EXAM #1**

Readings:

Week 9

10/23

Strategic and structural family therapy

Readings:

Nichols – Chapters 6, 7; Santisteban, (1997) – from bibliography

Week 10

10/30

Cognitive-behavioral family therapy

Readings:

Nichols – Chapter 10; handouts in class

Week 11

11/6

Solution-focused and narrative family therapy

Readings:

Nichols – Chapters 12 & 13; Corcoran & Stephenson, (2000); Bhuvaneshwar & Shaer, (2004) – from bibliography

Week 12

11/13

Experiential family therapy

Readings:

Nichols – Chapter 8

Week 13

11/20

Domestic Violence

Readings:

Madsen, et al. (2003); Lawson, (2003) – from bibliography  
**TERM PAPER DUE**

Week 14

11/27

**THANKSGIVING!**

Week 15

12/4

Advocating for families

Readings:

To be determined – will be on Blackboard

Week 16

12/11

**EXAM #2**

**Academic Dishonesty:**

Academic dishonesty includes, but is not limited to, cheating and plagiarism. Examples of cheating include looking on another student's paper or answer key or communicating with another student during a test. Plagiarism is defined as using someone else's work as one's own. This includes copying assignments from current or formerly enrolled students and copying or replicating material written by another person without giving them full credit for the work. Breaches of academic and professional integrity are grave and serious acts. When the instructor becomes aware of academic dishonesty, s/he will investigate the allegation and follow the University's policy on academic dishonesty (see current catalog for a copy of the policy statement). Cheating or plagiarizing may result in penalties ranging from receiving a zero on an assignment or an F in the course to expulsion from the University. Instructors may use the resource Turnitin to check papers for plagiarism. All students may be required to submit electronic copies of their papers for the purpose of checking for plagiarism through Turnitin. If you have any questions about what specifically constitutes plagiarism, consult the graduate handbook.

**Disability Policy:**

Any student in this course who has a disability that may prevent her/him from fully demonstrating her/his abilities should contact the Office of Accessibility who will relay specific needs to the instructor.

Website: [http://studentservices2.utoledo.edu/accessibility/docs/office\\_accessibility\\_t.html](http://studentservices2.utoledo.edu/accessibility/docs/office_accessibility_t.html)

Contact Information:

Bancroft Campus  
1400 Snyder Memorial  
419.530.4981  
TDD: 419.530.2612

**Miscellaneous:**

***Individual issues:*** Please take advantage of opportunities to visit with the instructor after class, during office hours or scheduled appointment times, and by e-mail and phone to discuss class assignments/performance and other pertinent issues.

***Syllabus modifications:*** This syllabus is subject to change with reasonable notice from the instructor.

***General recommendation:*** For this and other courses, I advise keeping an electronic and hard copy of all assignments you hand in until the graded paper is returned to you.

***Course Incomplete*** will be granted only under exceptional circumstances. Discuss problem situations with the instructor prior to the end of the semester.

***Electronic devices:*** Students may record lectures with the instructor's permission. Cell phones must be turned off as a courtesy to others and to reduce distractions to learning. Laptops and other electronic devices are not to be used during class.

**Term paper:**

Students have two options to choose from to fulfill the term paper requirement:

**Option #1:** The student will select a particular family therapy modality and will write an 8-10 page paper describing the specific intervention strategies associated with that model and the research that has been published regarding the effectiveness of the modality.

**Option #2:** The student will select a particular population they are interested in and write an eight page paper describing family intervention strategies that have been used with that population. Such populations may include various ethnic groups, particular types of family structures, families with members with particular illnesses or disabilities, adaptive families, foster families, etc.

**TERM PAPER OPTION #1**

The student will select a particular family therapy modality and will write an 8-10 page paper describing the specific intervention strategies associated with that model and the research that has been published regarding the use of the modality. Use the headings provided below.

**Introduction**

Introduction of the subject

Statement of the objective(s) of the paper (what will be discussed in the paper)

**Description of the method**

Describe the main underlying premises of the method

Description of the specific intervention strategies associated with the method, the rationale for their use, how they work, the purposes and goals of the strategies

**Literature Review**

Describe the research that has been published regarding the effectiveness of the method and intervention strategies you've chosen

### Conclusion

Summarize the contents of the paper

Summarize areas of future research needed and shortcomings of the method that other authors have written about or areas of research about the modality that you'd like to research further. You may use first person in this section.

## **GRADING CRITERIA FOR TERM PAPER OPTION #1**

### **I. CONTENT**

#### **A. Introduction**

1. How well did you introduce your chosen intervention modality and describe the contents of the paper?  
1      2      3      4

#### **B. Description of the Method**

1. How well did you describe the main underlying premises of the method or modality?  
1      2      3      4      5
2. How well did you describe specific intervention strategies associated with the method? The rationale for the use of the strategy, how the intervention actually works?  
1      2      3      4      5      6      7      8      9      10      11

#### **C. Literature Review**

1. How well did you describe the empirical research collected for this paper? Were the works cited organized and presented in a professional, understandable manner? Was cited research described thoroughly and critically.  
1      2      3      4      5      6      7      8      9      10
2. What were the quality and quantity of your references?  
1      2      3      4      5      6

#### **D. Conclusion**

1. How well did you summarize the contents of the paper?  
1      2      3      4
2. How well did you describe areas of needed future research and/or identified shortcomings of the method or areas that you would like to study more about related to the modality?  
1      2

### **II. STYLE**

1. To what extent did your paper demonstrate accurate use of APA referencing style, clarity of expression, and proper use of language, grammar, spelling?  
1      2      3      4      5      6      7      8
2. Did your reference page reflect knowledge of correct APA style?  
1      2

### **III. OVERALL QUALITY OF THE PAPER**

1. What was the overall quality of your work?  
1      2      3      4      5

## TERM PAPER OPTION #2

Option #2: The student will select a particular population they are interested in and will write an 8-10 page paper describing the provision of family therapy related services with that population.

### Introduction

Statement of the objective(s) of the paper, including a brief introduction of the chosen population

### Description of the Population

Describe the population: Who are they? What are their numbers? What are their characteristics? What challenges do they face? How and why have they been underserved?

### Literature Review

Describe the family therapy methods that have been written about in serving the population?

Describe specific intervention strategies that have been written about, the rationale for their use, how they work, the purposes or goals behind them, etc.

Describe the results of the *research* on family interventions with this population. Include the specifics of each study.

### Conclusion

Summarize what you have found in the literature

Summarize areas of needed future research or areas in which services to the population in question are lacking that have been written about by other authors or areas of study about service to families of your chosen population that you would like to study more about. You may use first person in this section.

*This is not a paper about a particular population, it is a paper about working with families within a population. This paper must focus on practice methods that have been or can be used with particular population, as opposed to focusing on the population itself.*

## GRADING CRITERIA FOR TERM PAPER OPTION #2:

### **I. CONTENT**

#### **A. Introduction**

1. How well did you introduce your topic and your population?

1      2      3

#### **B. Description of the Population**

1. How well did you describe your population and issues of service to them?

1      2      3      4      5      6

#### **C. Literature Review**

1. How well did you describe the specific family intervention strategies (either proposed or actually used) in serving this population? Were the works cited organized and presented in a professional, logical, understandable manner?

1      2      3      4      5      6      7      8      9      10      11

2. How well did you describe the research on family intervention strategies used in serving this population? How well did you describe the actual studies you reviewed? Were the works cited organized and presented in a professional, logical, understandable manner?

1      2      3      4      5      6      7      8      9      10

3. What were the quality and quantity of your references?  
1      2      3      4      5      6

**D. Conclusion**

1. How well did you summarize the literature that you reviewed in the body of the paper?  
1      2      3      4
2. How well did you describe areas of needed future research or areas of needed effort?  
1      2

**II. STYLE**

1. To what extent did your paper demonstrate accurate use of APA referencing style, clarity of expression, and proper use of language, grammar, spelling?  
1      2      3      4      5      6      7      8
2. Did your reference page reflect knowledge of correct APA style?  
1      2

**III. OVERALL QUALITY OF THE PAPER**

1. What was the overall quality of you work?  
1      2      3      4      5

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