

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 - 6430

Course Alpha/Numeric: -

Course Title: Social Work Policy Issues: Child And Family

Course Title: Social Work Macro Practice involving Children and Families

Credit hours: Fixed: 3 or Variable: to

Credit Hours: Fixed: or Variable: to

CrossListings:

CrossListings:

Insert

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.

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

Remove

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

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):

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 provides knowledge about current social work policy issues concerning child and family services. Major emphasis is placed on social and economic justice in the resolution of policy conflicts.

This is the second of two Child and Family specialization courses. It provides knowledge about current social work issues and practices in the mezzo and macro practice arenas, including social work practice related to laws, regulations, and policies concerning services for children and families.


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	View

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:

[Empty text area for 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

Effective Date:  (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:


Registrar's Office Use Only

Processed in Banner on: 

Processed in Banner by:

Banner Subject Code:	SOCW
Banner Course Number:	6430
Banner Term Code:	201710
Banner Course Title:	Social Work Macro Practice involving

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<p>Terry Cluse-Tolar, Ph.D. Professor Office: HH 2612 Office Ph: (419) 530-4397 Home Ph:(419) 578-9920 Email: tcluset@utnet.utoledo.edu</p>	 COLLEGE OF SOCIAL JUSTICE AND HUMAN SERVICE <hr/> THE UNIVERSITY OF TOLEDO MSW Program Spring 2017	<p>Office hours:</p> <p>Tuesday: 4:30-5:30 pm Thursday: 2:30-5:00 pm Friday: 2:30-4:00 pm</p> <p>Other times by appointment</p>
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SOCW 6430 Social Work Macro Practice involving Children and Families

Course Description

This is the second of two Child and Family specialization courses. It provides knowledge about current social work issues and practices in the mezzo and macro practice arenas, including social work practice related to laws, regulations, and policies concerning services for children and families.

Competencies

Successful completion of this course indicates mastery of the following competencies and practice behaviors:

- 11 **ADVANCED** - Apply knowledge and skills in the student's area of concentration
 - a. Demonstrate knowledge of concentration area (Child & Family or Mental Health) population and service delivery systems,
 - b. demonstrate assessment skills appropriate to client systems served in the concentration area,
 - c. exhibit intervention skills appropriate to client systems served in the concentration area,
 - d. recognize evidence-based and emerging intervention strategies appropriate for serving populations in the concentration area.

- 13 **ADVANCED** - Exhibits advanced skills in the critical analysis of how the interaction of complex factors and multiple systems affect the client systems' well being
 - a. Identify complex factors and their interactions at various system levels and their effects on clients' lives,
 - b. Critically analyze and assess the effects of such factors in client's lives,
 - c. Demonstrate how the assessment and analysis of such factors informs practice

- 15 **ADVANCED** - Demonstrate advanced knowledge and skills in social and economic justice
 - a. Identify and assess social issues and situations creating social and economic injustice, b. demonstrate advanced knowledge of social change theories that advance social and economic justice across client systems,
 - c. analyze, formulate, and advocate for practices and policies that advance equal and equitable access to resources and opportunities

Course Objectives

Upon successful completion of this course, student should:

1. Be knowledgeable about demographic trends which affect children and families in the United States.
2. Understand the role of social theory and values in shaping practice alternatives at the mezzo and macro levels.
3. Explain the social policies designed to support children and families and resulting social provisions.
4. Be able to identify current mezzo and macro practice issues and problems related to children and families and to critically analyze them.
5. Be able to conduct a children and family-centered services or policy analysis at the organizational and community level in order to determine the strengths and liabilities of various social programs and policies and to develop appropriate corrective measures.
6. Develop policies and programs to respond to the identified and expressed social needs of children and families.
7. Display knowledge of the interrelatedness of social systems, including the family, education, economic, political, religious and social welfare and their impact on family development and survival.
8. Understand the social forces impinging upon factors of social and economic justice as it relates to the family.
9. Appreciate the various definitions of family as are represented among people with various ethnic, racial, gender identification, sexual orientation, disabilities, and spiritual backgrounds.
10. Be knowledgeable in policy practice related to children and families.

Required Texts:

Butterfield, A.K., Rocha, C.J., & Butterfield, W.H. (2010). *The dynamics of family policy: Analysis and advocacy*. Illinois: Lyceum Books.

Assignments

1. **State Budget Project (45)**
Ohio is ranked last of the 50 states in terms of child welfare funding. If that funding were doubled, Ohio would still be last. As a group, the class will develop and carry out a plan to impact the state budget during its development aimed at improving support for child welfare.
2. **Board Meeting Attendance (2 @ 15 pts. each)**
Each student needs to attend at least two board meetings for an agency that serves children and families. Report back to the class what issues were addressed and be sure to include finance/budget concerns in your report. One report per meeting is to be completed by each student. The report is to include the pertinent data such as time, place, date, topics covered, attendees, etc. It is also to include an analysis of the process and your thoughts about the politics involved in the discussions. The report is to be 2-3 double spaced pages in length including the title page.

3. **Social Media (30):** You will need to sign up for a Twitter account if you don't already have one. We will be using this form of media for the class in several ways:
- Following News Outlets: You will need to sign up to follow at least five different news outlets having differing viewpoints. For example you can follow CNN, MSNBC, Fox News, US News and World Report or even the Toledo Blade. There are many to choose from. This will give us some material for discussion in class.
 - Following each other: We will also follow each other. This will enable us to ask questions concerning class materials, etc. Also, in the bizarre event that it snows us out of class or something – I can let you know.
 - Discuss events as they are happening: During this semester, there will be the State of the Union Address, the State of the State Address and various other family policy-related events. As we watch from the comfort of our homes, we can connect through Twitter and have some discussion.

4. Fact Sheet Preparation & Presentation (40)

Fact sheet preparation is covered in the text in Appendix A. Students need to prepare a Fact Sheet and present it to the class, with a copy for each student. The Fact Sheet MUST be on the topic of either the Policy Brief or the Family Impact Analysis.

5. Policy Brief (60) – Due Thursday, May 7, finals week

Students will be required to write a 10-12 page policy brief on a policy agreed upon with the instructor. The brief must be focused, evidence-based, professional, understandable, and feasible. Information concerning preparing the policy brief can be found in Appendix B of the text. The brief must include:

- title page
- executive summary
- context and importance of the problem
- critique of policy options
- policy recommendations
- appendices (if necessary)
- sources consulted or recommended.

**This assignment needs to be turned in electronically through our class website through "safe assign."

OR

Family Impact Analysis (60)

The Family Impact Analysis (10-12 pages) is a way of analyzing policy through the eyes of families in need of a policy solution. The difference between this and a policy brief is that it is specifically focused on families and deals with a problem situation or issue. The Family Impact Analysis is covered in Chapter 2 of the text. The Family Impact Analysis must have the following parts:

- Problem Analysis
- Policy or program selection and description
- Implementation process
- Examine the social environment
- Analysis of family functions

- Analysis of impact on family functioning
- Analysis of impact
- Develop policy/program implications

**This assignment needs to be turned in electronically through our class website through "safe assign."

6. Attendance and Participation

Attendance will be taken at the beginning of each class period. Students arriving late to class have the responsibility to inform the instructor of their presence in class immediately after class. Leaving class early will be treated the same as coming to class late. Notify instructor if planning on leaving early.

If a student misses class, it is the student's responsibility to find out from the professor or another student what he or she missed and to find out about any assignments that are due. An absence does not excuse the student from any work or due dates.

Because of the structural nature of this course, **attendance is mandatory**. Students are expected to attend class regularly, complete assigned readings, participate in class discussions and writing assignments, and turn assignments in on time. Active, respectful and relevant participation during class can enhance the final grade. **Missing class will reduce your grade by five points per absence.**

Missed Class Policy (refer to your UT Student Handbook if needed)

Excused Absences: Only in specific, unavoidable situations does the University excuse absences from class:

- Personal emergencies, including, but not limited to, illness of the student or a dependent or death in the family
- Religious observances that prevent the student from attending class
- Participation in University-sponsored activities approved by the appropriate University authority
- Government-required activities
- Any other absence the professor approves.

You are responsible for notifying me *in advance* of a *planned* absence via email. I will respond as quickly as possible to let you know whether the absence will be excused.

Participation & Professional/Respectful Conduct

Students are expected to come to class prepared to actively discuss topics and respond to questions.

NOTE: It is very important to respect other student's opinions and values, even if they are not your own. DO NOT JUDGE. Listen to what other students are saying completely before responding. Be empathetic. Everyone is constantly in the process of learning and growing.

Professional, respectful conduct is an explicit requirement of this course. Failure to meet generally accepted standards of professional conduct for professional practice (see the NASW Code of Ethics), as well as generally rude, inappropriate or disruptive behavior

toward colleagues/fellow students, faculty, or staff (at school or field placement), will result in a referral to the Academic Performance Review Committee.

Evaluation

Impacting State Budget Project	45 points
Board Meetings (2X15 each)	30 points
Twitter Discussions	30 points
Fact Sheet & Presentation	35 points
Policy Brief/Family Impact Analysis	<u>60 points</u>
TOTAL =	200 points

Grading:

A	92-100%	C	72-76%
A-	90-91%	C-	70-71%
B+	87-89%	D+	67-69%
B	82-86%	D	62-66%
B-	80-81%	D-	60-61%
C+	77-79%	F	Below 60%

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

<http://hhs.utoledo.edu/socialwork/documents/MSWStudentHandbookrev1-25-07.pdf>.

The following guidelines will be used to assign grades:

- A** Exceptional GRADUATE LEVEL work. Meets and exceed all standards for the assignments. Few, if any, errors.
- B** Better than average work. Meets all standards for the assignments. Few errors.
- C** Average work. Adequately addresses all aspects of the assignments.
- D** Below average work. Marginally acceptable.
- F** Failing.

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<http://hhs.utoledo.edu/socialwork/documents/MSWStudentHandbookrev1-25-07.pdf>

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 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 credit for the work. Breaches of academic and professional integrity are grave and serious acts. When the instructor becomes aware of academic dishonesty, she 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.

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://www.utoledo.edu/utlc/accessibility/index.html>

Contact Information:

Bancroft Campus
1820 Rocket Hall
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.

Instructor Withdrawals have been eliminated by the University. Unless you drop the class, I will assign a final grade based on the points you have earned in the class.

General recommendation: For this and other courses, I advise keeping an electronic or 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 and pagers must be turned off as a courtesy to others and to reduce distractions to learning. Students using such devices during an exam may be assigned a grade of zero on the exam.

Student Escort Service: (419) 530-3024

Course Outline:

- Week 1 – 1/16 Topics: Introductions, course expectations, discussion of assignments, Reminder of Ohio Capitol Connection
- Week 2 – 1/23 Read: Butterfield, et al. Ch. 1
Topics: The changing family, valuing the family, historical perspective, public policies, issues of race and ethnicity, trends and issues, do we have a definition of “family”, policy implications, relationship between policy and practice
- *** State of the Union Address – January 20 at 9:00 pm***
- Week 3 – 1/30 Read: Butterfield, et al. Ch. 2
Topics: Policy dynamics and family policy analysis; problems, values, power, and politics, preparing for the Open Window – Guidelines for policy research, Family Impact Analysis
- Week 4 – 2/6 Read: Butterfield, et al. Ch. 3
Topics: Advocacy for families, planning and implementing an advocacy campaign, cause v. function.
- Week 5 – 2/13 Read: Butterfield, et al. Ch. 4
Topics: Family poverty, defining and measuring poverty, distribution of wealth and income, family well-being and quality of life, poverty is political
- Week 6 – 2/20 Read: Butterfield, et al. Ch. 5
Topics: Theories of poverty, the theories families live by, Bridges Out of Poverty speaker - pending
- Week 7 – 2/27 Read: Butterfield, et al. Ch. 6
Topics: Welfare policy, food policy, housing policy
- Week 8 – 3/6 Read: Butterfield, et al. Ch. 7
Topics: Work and employment, the U.S. Labor Market, economic recession, unemployment policy
Spring Break – 3-9 through 3-13

- Week 9 – 3/20 Read: Butterfield, et al. Ch. 8
 Topics: Health care, health disparities, health care policies, mental health services
 Advocacy Day – March 19, 10:00 am – 3:00 pm
- Week 10 – 3/27 Read: Butterfield, et al. Ch. 9
 Topics: Working and caring for children, child care, divorce and child custody, policies for child care and support
- Week 11 – 4/3 Read: Butterfield, et al. Ch. 10
 Topics: Family violence, trends, intimate partner violence and child abuse, violence against women, child maltreatment, elder abuse, disability hate crimes
 ASSIGNMENT: Fact Sheet Presentations
- Week 12 – 4/10 Read: Butterfield, et al. Ch. 11
 Topics: Marriage and the family, common-law marriages, domestic partnerships, civil unions, same-sex marriage, promoting marriage as public policy
 ASSIGNMENT: Fact Sheet Presentations continued
- Week 13 – 4/17 Read: Butterfield, et al., Ch. 12
 Topics: Family caregiving, changing patterns of family living, Old Age, Survivors, Health and Disability Insurance, Family Medical leave, multigenerational families
- Week 14 – 4/24 Read: TBA
 Topics: Addictions, family policies related to addiction
- Week 15 – 5/1 Read: Butterfield, et al., Ch. 13
 Topics: Discussion of state budget work, Family policy in a global context, family well-being, devolution in the global context, implications of the global economy.

Policy Brief OR Family Impact Analysis due Thursday, May 7 by 5:00 PM though Safe Assign.

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