



Bachelor of Social Work Program

SOWK 4311, Section 110 Child Welfare Practice

Semester: Spring 2018

Meeting Time/Place: Tuesday and Thursday, 2:30-3:45p.m.,

Instructor:

Veronica Molina, MSSW, ACSW

Assistant Professor & Assistant Field Coordinator, Title IV-E Director

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Phone & E-Mail: 254-519-5747

Preferred email: v.molina@tamuct.edu

Office Hours: Monday 1:30-4p.m. and Wednesday 2-4:00

Important Course

Canvas

Access Information:

Portions of this course are delivered via Canvas Online Learning at <https://tamuct.instructure.com/login/ldap>. Please ensure you have access to Canvas.

Email

The social work program, as well at TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M/Tarleton email address. For assistance, please contact Information Technology Services at 254-519-5426, its@ct.tamus.edu, visit them in Founder's Hall room 113 or online at <http://www.ct.tamus.edu/departments/informationtechnology/contact.php>.

**The TAMUCT Social Work Program is currently seeking accreditation with the Council on Social Work Education (CSWE). For the current status and questions, please contact Michael Daley, Program Director, mdaley@tamuct.edu*

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program



911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Course Description

This course focuses on the practice of social work in a child welfare context. This course is designed to introduce students to a variety of social work settings in child welfare. Past and present child welfare policies and programs will be examined.

More specific description: Using family systems and human behavior theories as organizing perspectives, this course provides an integrated look at the bio-psycho-social-cultural factors involved in various types of child maltreatment. Emphasis is placed on theories and knowledge about the range of ways in which children's welfare can be impacted positively and negatively and the long-term ways in which people's lives are impacted. Implications for social work practice are explored, as are values/beliefs and how they affect professional effectiveness in this field of practice. Legal and ethical issues are included.

Prerequisites: None

Nature of Course

This course will provide students an opportunity to explore a range of issues related to child welfare and child maltreatment. Types of child maltreatment will be explored, looking at family dynamics, treatment issues, cultural factors, and prevention approaches. Professional social work roles in the field will be discussed, along with legal and ethical issues. Students will be encouraged to explore ways in which their own parenting experiences have led to the development of their personal values and beliefs and how this may impact their ability to be effective when dealing with child maltreatment issues.



Teaching Method

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through class discussions on readings, videotapes, and in-class group exercises. Guest presenters and field trips will provide an in depth view of the current challenges and services.

About Your Professor

As your Instructor, I look forward to providing support and guidance to assist you on your journey to learning about what it means to be a generalist social worker. I hold a Bachelors and Masters in Social Work and worked in child welfare for over eight years. I enjoy being able to share my experiences to better help your understanding of the opportunities, realities and challenges of the social work profession in child welfare. My desire is that your experiences in this interactive course will help you identify an area of social work practice that calls to you.

Program Mission

The mission of the Texas A&M University-Central Texas (TAMUCT) Bachelor of Social Work Program is to provide a high quality, rigorous and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner. The Program aims to achieve this by:

1. Responding to the needs of the local community, including the military and non-traditional students.
2. Providing a student-centered education that fosters personal and professional responsibility.
3. Providing compassionate mentorship that models the core values of the social work profession.
4. Fostering commitment to Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence.

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 10 core competencies upon graduation:



1. Identify as a professional social worker and conduct oneself accordingly (2.1.1a-f).
2. Apply social work ethical principles to guide professional practice (2.1.2a-d).
3. Apply critical thinking to inform and communicate professional judgments (2.1.3a-c).
4. Engage diversity and difference in practice (2.1.4a-d).
5. Advance human rights and social and economic justice (2.1.5a-c).
6. Engage in research-informed practice and practice-informed research (2.1.6a-b).
7. Apply knowledge of human behavior and the social environment (2.1.7a-b).
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8a-b).
9. Respond to contexts that shape practice (2.1.9a-b).
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (2.1.10a-d).

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

- 2.1.1b: Practice personal reflection and self-correction to assure continual professional development
- 2.1.1c: Attend to professional roles and boundaries
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.

The objectives for this course, that support the CSWE related practice behaviors, are:

- A. Students will gain an understanding of the range of types of child maltreatment and the family dynamics that can be present in each type.



- B. Students will gain a historical perspective of child welfare issues and family systems in the U.S., along with a historical understanding of how child protective systems have developed in this country.
- C. Students will gain an understanding of the Child Protective Services system and the role it plays in dealing with child maltreatment. They will learn when and how to make referrals to CPS.

The following table shows the relationship between: A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

A. Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i>	B. CSWE Related Practice Behaviors <i>(This is the practice behavior that objective supports)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Students will gain an understanding of the range of types of child maltreatment and the family dynamics that can be present in each type.	2.1.1b, 2.1.1.c, 2.1.1d, 2.1.3b	<ul style="list-style-type: none"> • Test • Reflection Papers • Pop Quiz • Annotated Bibliography • Presentation • Exam
2. Students will gain a historical perspective of child welfare issues and family systems in the U.S., along with a historical understanding of how child protective systems have developed in this country.	2.1.1b, 2.1.1.c, 2.1.1d, 2.1.3b	<ul style="list-style-type: none"> • Test • Reflection Papers • Pop Quiz • Annotated Bibliography • Presentation • Exam
3. Students will gain an understanding of the Child Protective Services system and the role it plays in dealing with child maltreatment. They will learn when and how to make referrals to CPS.	2.1.1b, 2.1.1.c, 2.1.1d, 2.1.3b	<ul style="list-style-type: none"> • Test • Reflection Papers • Pop Quiz • Annotated Bibliography • Presentation • Exam



Course Requirements

- In class field trips: traveling to visit CPS office and related agencies

Required Textbook

- Ellis, R. (2003). *Essentials of Child Welfare*. Ney Jersey: John Wiley & Sons. ISBN 978-0-471-23423-4

Online Required Text

- Child Welfare Information Gateway. (2012). *How Federal Legislation Impacts Child Welfare Service Delivery*. [Pdf Factsheet]. Retrieved from <https://www.childwelfare.gov/pubPDFs/impacts.pdf>
- Jalongo, M., (2006). The story of mary ellen willson: Tracing the origins of child protection in america. *Early Childhood Education Journal*. 34 (1), 1-4. doi: 10.1007/s10643-006-0121-z Retrieved from http://download.springer.com/static/pdf/136/art%253A10.1007%252Fs10643-006-0121-z.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.1007%2Fs10643-006-0121-z&token2=exp=1465239059~acl=%2Fstatic%2Fpdf%2F136%2Fart%25253A10.1007%25252Fs10643-006-0121-z.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Farticle%252F10.1007%252Fs10643-006-0121-z*~hmac=66b695b5bf23890029f925635212ca598e3dc3f64c3eca36590434d693ee2406
- Myers, J. (2008). A short history of child protection in America. *Hein Online*. Retrieved from http://www.americanbar.org/content/dam/aba/publishing/insights_law_society/ChildProtectionHistory_authcheckdam.pdf
- National Association of Social Workers. (2008). *Code of ethics of the national association of social workers*. Retrieved from <https://www.socialworkers.org/pubs/code/code>
- Native Languages of the Americas. (2015). *Native American Tribes in Texas*. Retrieved from <http://www.native-languages.org/texas.htm>
- Texas Adoption Resource Exchange. (2015). *Search for Children Waiting Adoption*. Retrieved from <https://www.dfps.state.tx.us/application/TARE/Search.aspx/Children>
- Texas Constitution and Statutes. (2015). *Texas Family Code*. Retrieved from <http://www.statutes.legis.state.tx.us/Index.aspx>
- Texas Department of Family and Protective Services. (2015). *A Parent's Guide to a Child Protective Services Investigation*. Retrieved from https://www.dfps.state.tx.us/Child_Protection/About_Child_Protective_Services/parentguide.asp
- Texas Department of Family and Protective Services. (2015). *Child Protective Services: Data and Statistics*. Retrieved from https://www.dfps.state.tx.us/About_DFPS/Reports_and_Data/Data_and_Stats/child_protective_services/default.asp
- Texas Department of Family and Protective Services. (2015). *Learn about DFPS*. Retrieved from http://www.dfps.state.tx.us/About_DFPS/
- Texas Department of Family and Protective Services. (2015). *Risk Assessment Form*. Retrieved from https://www.dfps.state.tx.us/PCS/Regional_Contracts/forms.asp#Assessment
- Texas Department of Family and Protective Services. (2015). *Texas Child Protection Services*. Retrieved from http://www.dfps.state.tx.us/child_protection/



- The Texas Association for the Protection of children. (2014). *Understanding Texas' Child Protection Services System*. Retrieved from http://texprotects.org/media/uploads/10_7_14_combined_cps_systems_flowchart_final.pdf

A. *Final Grades*

A total of 800 points may be earned from the course assignments, as follows:

Course Assignment	Total Points
Reflection Papers 10	200
Annotated Bibliographies 4	100
Service Learning	100
Class attendance	100
Participation	100
Total	700

Final Class Grades are based on the following:

- A: 90 to 100 (630-700 points)
- B: 89 to 80 (560-629 points)
- C: 79 to 70 (490-559 points)
- D: 69 to 60 (420-489 points)
- F: 59 or less (419 points or less)

C. *Course Assignments*

The following activities will be completed during the semester.

1. *Students' Reflection Papers (20 points each)*

Students will write a short reflection paper in reaction to the book reading and additional reading, guest presentation or a question proposed by the instructor. Two paragraphs will be required for this reflection paper. One paragraph will cover a reflection about the book reading for the previous week (10pts). The next paragraph will cover a reflection about other reading material that week or a presentation (10pts). A minimum of one page will be required for this assignment. **This will be graded on the quality (grammar & APA) and depth (Information and minimum of 5 sentences) of the students' reactions and how well they reflect what the student is learning from the class.** Students will not copy and paste any information. The reflection should be typed, no less than one page in length, double spaced, font size 12, Times New Roman font and free of grammatical errors. (RAPB 9, 10)

2. *Annotated Bibliographies 25 points each*



The Annotated Bibliography assignment serves as a review of the literature surrounded the Child Welfare Special topic selected by the student. Students will complete four annotated bibliographies that directly support their Child Welfare Special Topic. Students will use the TAMUCT library services to research and identify journal articles related to the selected topic. This will consist of two paragraphs and must be a minimum of one page. The first paragraph will be a summary of the peer-reviewed journal article read (10pts). The second paragraph will explain how this information will support their Child Welfare Campaign Presentation (10pts). (5pts will cover the grammar & APA) Students will turn in a cover page and a copy of the article. All will be stapled together. APA guidelines should be followed. (Unstapled papers will not be accepted) (RAPB 9,10) At the end of the semester, student will provide a brief presentation about their special topic and what they learned the issues are, and what is being done or what can be done to address the issues.

3. Service Learning 200points

The course has an embedded Service Learning opportunity for students to engage in the Child Welfare field. The class, through service learning will provide assistance to help organize, promote, set-up and prepare for special service learning projects. Discussions in class will be held about updates on the project. Some class days may focus on the development of the seminar activities. Students will be graded based on their engagement and fulfillment of assigned duties:

- Fundraiser participation 50 (Attendance/Donation/Engagement Required)
- Door prize participation 50 (3 door minimum for Case worker appreciation Required)
- Relaxation Room Participation 50 (Attendance & Engagement Required)
- Case Worker Appreciation Participation 50 (Attendance & Engagement Required)

4. Class participation 100 points

The professor expects every student to be an active participant in class. You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a wrong question. Share your reactions to what is being discussed. Reflect on implications of what we are studying. If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well.

Your class participation grade will be determined by how much you talked during class sessions and by whether your contributions added to the quality of the class sessions. The professor also reserves the right to call on students in class if they are not participating regularly in the discussions. (RAPB 4,5,6,7,8,10,12,13,15)

5. Class Attendance 100 points

Students are expected to be present for every scheduled class session. If your schedule will not permit you to attend this class on a predictable basis, you should not be enrolled in the class. (RAPB 1,2,3,10,14)



CODE OF CONDUCT FOR CLASSROOMS

Social work practitioners respect others. Unfortunately, we have had extreme problems with disruptive and disrespectful behavior by students in classes, leading to the development of this code of conduct, which all students are required to follow. Please see the Rubric for Assessing Profession Behaviors.

1. Students are not permitted to enter class if they are more than ten (10) minutes late in arriving. Once the class (lecture, discussion, videotape, etc...) has begun, it is too late to come in; if you arrive at that point, you are asked not to enter as this can disrupt the class. Exceptions will be made with prior discussion and approval by the professor only.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy need to discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day. **Please note:** *During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.*
4. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students once class has begun without recognition by the professor to do so. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in respectful and appropriate manners; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers and not call on the student in an effort to do so. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. **Please note:** *this professor will NOT assign seats to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.*
5. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please



note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.

6. Use of personal technology or gadgets during class period is prohibited. This includes laptop computers, cell phones, i-pads, kindles, e-readers (unless the student has purchased the class textbook for use in this way, in which case this needs to be discussed with the professor), or any other kind of equipment. Exceptions to this are use of audio recording devices during lecture (with permission) and aid of assisted technology as permitted via a disability accommodation. Failure to adhere to this rule can result in being asked to leave the class and receiving a 0 for class participation/attendance for the day.
7. **All assignments must be turned in at the beginning of class on the day they are due.** Late work will not be accepted or graded unless this has been discussed with and approved by the professor BEFORE class on the due date of the assignment. *Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date;* the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who got their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally “okay,” which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a 0 for the assignment. This is inclusive of all assignments.
8. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty, for which disciplinary sanctions exist. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation or reference. **Any student who violates the university's policies regarding Academic Honesty will receive a failing grade in this course and will be reported to the Director of Student Affairs for additional university sanctions.** More information can be found at www.ct.tamus.edu/studentconduct.
9. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with this code of conduct will be considered inappropriate candidates for the degree of Bachelor of Social Work at TAMU-CT as their behavior is considered inappropriate for a social work practitioner.



Students need to understand that the way you behave in class and the degree of responsibility you demonstrate in approaching your school work are used by the professors as a measure of your readiness to be formally admitted to the social work major, accepted for a field agency placement, and allowed to graduate with a BSW degree. Students who consistently fail to comply with this code of conduct will be considered inappropriate candidates for any of these measures of success in social work education because their behavior is considered inappropriate for a social work practitioner.

I. POLICIES

1. In any classroom situation that includes discussion and critical thinking, there are bound to be many different viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.
2. Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions that are held outside of class regarding clients, supervisors, or agencies are a breach of confidentiality. Breach of confidentiality is grounds for removal from the Social Work Program.
3. Reading assignments: Students are expected to read the assigned materials (both in the textbook and in the class notes from the professor) prior to the class for which they are assigned. Students are responsible for the information in the assigned readings (whether or not the material has been discussed in class) and for the materials and videotapes presented in class. While in class, students are expected to raise any questions they have about material in the reading assignments they did not understand.
4. The professor will occasionally give out handouts in class. Due to the expense involved in printing and copying, only one copy will be given to each student. If you lose your copy, you will need to copy it from another student at your own expense. Copies will NOT be emailed to you for the same reason. Do NOT ask the professor for a second copy of any handouts or the syllabus.
5. Students should not bring their children with them to class. If an emergency arises that would require bringing a child to class, permission must be given by the Professor prior to the start of class.

1. Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf]

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop



deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant



and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.



The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Textbook Purchasing

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

The professor reserves the right to amend this syllabus at any time, as needed.



VIII. Course Schedule

Date	Class Activities	Assignments
1/16/18	Review course syllabus Choose Child Welfare Special Topic	
1/18	Class discussion: Myers Article: A short history of child protection in america Jalongo Article: The story of mary ellen wilson	
1/23	Class discussion: Child Welfare Information Gateway: Legislation Annotated Bibliography Review	
1/25	Got what it takes to be a CPS worker? Video Reporting Abuse *Benefits Chapter 1 Introduction Tex Protects p. 1-6	
1/30	Service Learning Planning	Reflection 1
2/1	Chapter 2 Essentials of Protective Investigations Texas Protects p. 6-9 Risk Assessment Forensic Investigations Trauma Informed Practice- Assessments	
2/6	Presentation: Child Advocacy Center Presentation: Investigations	Annotated Bibliography 1
2/8	Chapter 3 Essentials of Child and Family Assessment Tex Protects p. 9-12 Chapter 4 Essentials of Case Planning Tex Protects 13-16	Reflection 2
2/13	Service Learning Fundraiser	
2/15	Service Learning Fundraiser	
2/20	Presentation Family Based Safety Services	Reflection 3
2/22	Movie Presentation Removed/Remember My Story Part I & II	



2/27	Chapter 5 Essentials of Foster Care Tex Protects 17 17-22 Presentation Conservatorship Chapter 6 Essentials of Specialized Care	Reflection 4
3/1	Service Learning Fundraiser	
3/6	Service Learning Fundraiser	
3/8	Presentation: Becoming a Foster Parent Presentation: Court Appointed Special Advocates	Annotated Bibliography 2
3/13	Spring Break	
3/20	Chapter 7 Essentials of Reunification Annotated Bibliography Review Presentation: Aware Central Texas	Reflection 5
3/22	Service Learning Case Worker Appreciation	
3/27	Service Learning Case Worker Appreciation	
3/29	Service Learning Case Worker Appreciation	
4/3	 Chapter 8 Essentials of Adoption	 Reflection 6
4/5	Chapter 9 Essentials of Independent Living <i>A child of rage/Effects of Trauma</i>	Annotated Bibliography 3
4/10	Presentation: Preparation for Adult Living Presentation: Central Texas Youth Services	Reflection 7
4/12	Chapter 10 Essentials of Cultural Competence in Child Welfare Practice NASW Child Welfare Standards	
4/17	Indian Child Welfare Act (ICWA) Class Presentation: Indian Welfare Service Learning Relaxation Room	Reflection 8 Annotated Bibliography 4



4/19	Service Learning Relaxation Room	
4/24	Service Learning Relaxation Room	
4/26	Service Learning Relaxation Room	
5/1	Service Learning Relaxation Room	
5/3	Service Learning Relaxation Room	
5/8	Child Welfare Special Topic Discussion Class Evaluation	
5/10	Class Review: Reflection 9&10 due Child Welfare Special Topic Discussion	HAPPY MOTHER'S DAY!

Rubric for Assessing Professional Behaviors (RAPB)

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
1. Attendance: Attends classes and related meetings (CSWE EPAS 2.1.1)	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
2. Punctuality: Is punctual and present (CSWE EPAS 2.1.1)	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor.	Student is always on time and stays until the end of class/meetings.
3. Initiation of Communication: Initiates communication with the professor/supervisor (CSWE EPAS 2.1.1; 2.1.3)	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.	Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.	Student always contacts the professor/supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter.
4. Respect: Demonstrates respect and support in relationships (CSWE EPAS 2.1.1)	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
5. Self-Awareness: Demonstrates self-awareness (CSWE EPAS 2.1.1)	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity (CSWE EPAS 2.1.1; 2.1.4)	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
7. Collegiality: Demonstrates collegiality and collaborative interactions (CSWE EPAS 2.1.1)	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.
8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 2.1.1)	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
9. Written Expression: Strives for a high level of written expression (CSWE EPAS 2.1.1; 2.1.3)	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.	Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.
10. Initiative & Reliability: Demonstrates initiative, reliability and dependability (CSWE EPAS 2.1.1)	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.
11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself. (CSWE EPAS 2.1.1)	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.
12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies. (CSWE EPAS 2.1.1; 2.1.2)	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.	Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.
13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety (CSWE EPAS 2.1.1; 2.1.2)	Student is consistently non-compliant with one or more components of the Code of Ethics.	Student is only moderately compliant with components of the Code of Ethics.	Student is almost always compliant with the Code of Ethics.	Student consistently demonstrates compliance with the Code of Ethics.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines. (CSWE EPAS 2.1.1)	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities. (CSWE EPAS 2.1.1)	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Comments (regarding ratings):

Professor's signature: _____

Date: _____