I. COURSE DESCRIPTION
An overview of theory, policy, services and practice issues related to social work in the child and family field of practice.

II. COURSE OVERVIEW
This course introduces students to the field of child welfare through a trauma responsive lens. While designed specifically to enhance and support the MSW curriculum, it is open to other graduate students. The course provides an overview of the field of child welfare, including practice and policy issues that impact the welfare of children and families. It provides many students with an introduction to online learning, generally increasing expertise and understanding of the wealth of information pertaining to child welfare available through governmental sources and national resource centers.

Students will be introduced to models of trauma-informed practice and trauma-focused therapy, especially as it related to the services of the child welfare system. They will be aware of how trauma can elicit a wide range of reactions, and how to appropriate respond. Students will understand how responding to children’s and the parents’ trauma appropriately can greatly improve the outcomes for the family. They will acquire skills in engaging, assessing, and intervening with individuals and families through trauma-informed care. They will understand the impacts of using research-based practice to improve clients’ lives. Finally, students will be able to use their acquired understanding and skills in promoting trauma-informed care on the organizational level and prepare for leadership in such agencies.

Within this context, the course addresses a broad array of child welfare issues as they relate to individuals, families, groups, organizations and communities, with a special emphasis on policy, practice and research.

III. COURSE CONTACT HOURS AND STUDY HOURS
This course is fully online. It is expected that students log into course weekly to interact with course materials. Course material includes content pages, quizzes, discussions, attached readings, videos, and other documents. It is expected that this course material will require on average 3 hours each week to complete, the equivalent to classroom time of in-
person courses. It is also expected that outside readings such as the textbook and major assignments will take on average 2 hours each week to complete. This is in accordance with SFA policy 5.4 which defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.”

IV. TEXT AND MATERIALS

REQUIRED TEXTS:


RECOMMENDED TEXTS:


V. CURRICULUM DESCRIPTION

The MSW program of SFASU features the generalist practice and a single specialization: Advanced Generalist Practice in a Rural Context. Both are defined below.

**Generalist practice** is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

**Advanced generalist practice** builds on the Generalist Practice, incorporating the elements
listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

Rural context refers to social work practice with people influenced by rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

VI. PROGRAM LEARNING OUTCOMES (CSWE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

VII. OBJECTIVES / STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

Upon successful completion of this course, students will be able to:
1. Identify, comprehend and describe the services available for families and children in the United States and globally.
2. Identify, comprehend and describe the circumstances and behaviors that require formal support and intervention with families and children at the state and local level.
3. Identify and discuss the formal protections that are available at the local, state and federal levels to combat abuse and neglect of children.
4. Identify and discuss the linkages between legislation and regulations and the interventions used in the support and protection of children and families in Texas as well as at the national level.
5. Define, discuss and demonstrate the application of principles of social and economic justice in the provision of services to children and their families consistent with the generalist perspective.
6. Identify, describe and discuss barriers to services encountered by families with children from diverse groups, which keep them in poverty, and at risk for abuse and neglect.
7. Identify, describe and discuss a piece of legislation that affects the provision of services to families with children and resulting in the reduction of oppression and discrimination.
8. Identify, describe and discuss a piece of legislation that affected the protection of children and provided social and economic justice for them and their families.
9. Identify, define and discuss ways in which societal and social work values and ethics shape the provision of services to meet basic social, emotional, nutritional, health, mental health, and educational needs of families with children.

Becoming a Scholarly Practitioner:

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.

VIII. INSTRUCTIONAL METHODS

The course will be taught as an online course
IX. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to https://www.sfasu.edu/d2lsupport

X. COURSE CALENDER

Week 1  Getting Started
Discussion
Getting Started Quiz

Week 2  Module I: Setting the Stage
Introduction
Reading: Strand & Sprang text Ch; Trauma-exposed Infants and Toddlers
Discussion

Week 3  Applying Trauma Theory
Readings: Strand & Sprang text Ch 2-3; Parental Childhood Adversity
Discussion
Activity 1: ACEs

Week 4  The Role of Cultural Competence
Readings: Strand & Sprang text Ch 4; Racial Disparities in Service Referrals; Are Sexual Minority Youth Overrepresented in Foster Care, Child Welfare, and Out-of-Home Placement? Findings from Nationally Representative Data
Discussion
Exam 1 - Exam 1 will cover all content from Module I

Week 5  Module II: Creating Trauma-Informed Agency Practice
Trauma-Informed Engagement
Readings: Strand & Sprang text Ch 5; Crosson- Tower text Ch 3-4
Discussion

Week 6  Safety and Stabilization
Readings: Strand & Sprang text Ch 6; Crosson- Tower text Ch 7
Discussion

Week 7  
**Trauma-Informed Assessment**
Readings: Strand & Sprang text Ch 7-8
Discussion
Activity 2: Assessment

Week 8  
**Preventive Services**
Readings: Strand & Sprang text Ch 9; Crosson- Tower text Ch 8
Discussion

***SPRING BREAK ***

Week 9  
**Foster Care**
Readings: Strand & Sprang text Ch 10-11; Crosson- Tower text Ch 11; The Relationship Between Foster Care Families and Birth Families in a Child Welfare Context: The Determining Factors
Discussion

Week 10  
**Adoption**
Readings: Strand & Sprang text Ch 12; Crosson- Tower text Ch 12; Promoting Trauma-Informed Parenting of Children in Out-of-Home Care: An Effectiveness Study of the Resource Parent Curriculum
Discussion

Exam 2- Exam 2 will cover all content from Module II

Week 11  
**Module III: Creating Trauma-Informed Agency Culture**
*Implementing Trauma-Informed Culture*
Readings: Strand & Sprang text Ch 13-14
Discussion
Week 12  
*Trauma-Informed Culture Assessments*

Readings: Strand & Sprang text Ch 15-16; Statewide Implementation of Child Trauma-Focused Practices Using the Community Based Learning Collaborative Model article

Discussion

Week 13  
*Trauma-Informed Staff*

Readings: Strand & Sprang text Ch 17-18; Psychological Well-Being and Workability in Child Abuse Investigators

Discussion

Week 14  
*Trauma-Informed Supervision and Development*

Readings: Strand & Sprang text Ch 19-20; Organizational Trauma-Informed Care: Associations With Individual and Agency Factors article

Discussion

Activity 3: Secondary Traumatic Stress

Week 15  
*Vision for the Future*

Readings: Strand & Sprang text Ch 21

Discussion

Finals Week  
**Exam 3**

**XI. COURSE REQUIREMENTS**

*Note:* This course requirements must include assignments, examinations and projects in detail. In other words, more than just mention, but describe it.

A. **Class Participation:** In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, and to participate in class discussions and all activities. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

B. **Readings:** The course schedule provides a list of required readings for each week. Since lectures and class/group discussions are designed to answer questions about the material and expand upon the basic concepts, students are expected to complete the assigned readings prior to class.
C. **Exams:** Three online exams will be given during the semester. The exams may be a combination of essay, brief answer, true/false, multiple choice, and other assessment formats. All material, including assigned readings, discussions, lectures, quizzes, online activities, video/audio, and guest presentations are subject to examination. The exams will evaluate students’ understanding, comprehension, and ability to think critically about children’s services and trauma-informed care.

Students are expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at [www.sfasu.edu/bulletin](http://www.sfasu.edu/bulletin)). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

D. **Quizzes/Exercises:** *There will be exercises and discussion forums.* Students are required to participate in the exercises and the discussions at the scheduled time. *Makeup exercises will be scheduled according to university policy with a university-approved excuse.*

E. **Assignments/Presentations:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description in the syllabus. The assigned research paper about a social issue topic must be typed using a word processor in 12 pt. font with double spacing and standard margins. All assignment are to be in APA format per the Publication Manual of the American Psychological Association (7th ed.). Failure to meet these guidelines will result in loss of points.
XII. GRADING POLICY

COURSE GRADES will be based on the following:

Exams:

Exam 1 = 45
Exam 2 = 60
Exam 3 = 45

Discussions 15 @ 2 pts. each = 30
Activities 3 @ 10 pts. each = 30

Assignments:

SimuCase activities and written responses = 175
Class Participation = 10
Getting Started Quiz = 5
Total = 400

XIII. GRADING SCALE

A 400 – 360
B 359 – 320
C 319 – 280
D 279 – 240
F 239 – 0

XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips,
should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

https://www.sfasu.edu/docs/policies/6.7.pdf

XV. ACADEMIC INTEGRITY (SFA Policy 4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Note: The following is specific to School of Social Work.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The MSW Student Handbook and Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

XVI. WITHHELD GRADES SEMESTER GRADES POLICY (SFA Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

XVII. STUDENTS WITH DISABILITIES

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
XVIII. STUDENT WELLNESS AND WELL-BEING

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741