I. COURSE DOMAIN AND BOUNDARIES

This course is designed to provide students with an overview of children’s services from a historical, theoretical, and practice perspective, focusing on families, and on middle childhood, from four through twelve years of age. Emphasis is on major intervention approaches utilized with families and children throughout children’s services practices with attention given to developmental perspectives concerning children; assessment and treatment of select psychosocial problems experienced by children, applying the evidence-based practice process to address specific issues relevant to middle childhood; and beginning practice skills utilized by social workers working with children in families. Students will explore empirically-supported interventions with individuals, families, and groups. The course will examine issues faced by families and children in the child welfare system with regard to race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Factors such as socio-economic status, social and economic justice, family structure, and rural or urban environmental status will be addressed. Students will apply classroom learning in the context of fieldwork or field observation.
<table>
<thead>
<tr>
<th>MSW COMPETENCIES Addressed in This Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
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<tr>
<td>Engage in policy practice</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

**Accommodations:** If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students’ English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording
devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu
Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS

Required Text


VI. ORGANIZATION OF THE COURSE

This course combines theoretical material with practical application of that material. This course incorporates lecture, structured exercises, and small/large group discussion. Student participation is critical to the weekly discussions, and students are expected to draw from the lecture, weekly readings, and assignments in order to contribute. There will be an occasional guest lecturer, and a periodic video to enhance the learning experience. The course encourages students’ active exploration and professional critiquing of the content and of various practice models with regard to serving children in families.

VII. ROLE OF INSTRUCTOR AND STUDENTS

The instructor will encourage critical thinking and participation in class discussion and written assignments. She will be available to students during her office hours (and by appointment, if necessary) for consultation. The instructor will also provide clear and timely feedback on student performance.

Students are expected to attend class on time and be prepared; complete all required readings and assignments in a timely manner; participate actively in class discussion and exercises; and provide the instructor with feedback on the effectiveness of the course.

Special Needs: If you have a learning disability, sensory, or physical disability or other impairment, or if English is a second language and special assistance is needed for class participation or assignment completion, please contact the instructor.

VIII. GRADING CRITERIA AND ASSIGNMENTS

Grades. Course grades will be based on the following assignments. Unless otherwise noted, assignments should be submitted via Blackboard prior to the start of class on the day that they are due.
1. **Class Participation.** Student participation will be graded based on attendance, participation in class discussions, and participation in small group activities/discussions. Several classroom activities will be centered on completion of assigned readings. Participation will count as 15% of your course grade.

2. **Ignite Presentation/Fish Bowl Discussion** Class on February 13th will be organized as a mini-conference. As such, the class will be divided into three panels.
   - Panel 1: Children of Incarcerated Parents
   - Panel 2: Teen parents
   - Panel 3: Homeless families

   Each panelist will be assigned to prepare a 5 minute Ignite presentation on a given topic within the larger subject of the panel. We will then have the panelists participate in a fishbowl discussion. In this type of discussion, students (panelists) will be seated inside the “fishbowl” in a circle in the middle of the classroom. They will actively participate in a discussion with other panelists by responding to and asking questions of their fellow panelists, and sharing their opinions and ideas about policy and programmatic solutions to challenges associated with providing services to families within each of the family contexts. Students seated outside the fishbowl will observe and listen. The instructor will facilitate the fishbowl discussions.

   Groups and topics will be assigned on January 23, 2018. Note that the instructor will provide each panel with recommended readings related to the subject matter. Students may also incorporate additional resources into their presentations. Guidelines for preparing Ignite Presentations will be provided. **The Power Point slides are due to the instructor by Monday, February 12 by 7:00 pm.** They can be uploaded to Blackboard. Submission in advance will allow time to ensure that the slides are advancing as they are required to do.

   This assignment is worth 20% of your grade.
   - Preparation of slides as described in guidelines and on time submission of slides: 15 points
   - Presentation (creativity is encouraged): 50 points
   - Thoughtful and active participation in the fishbowl discussion: 35 points
   - Total: 100 points

3. **Assessment Role Play.** Each student will be given a case study involving a family seeking services for help reaching a goal for a child. You will receive your assigned case the week before you are scheduled to role play the social worker in the case. A peer will be randomly selected to play the parent in the scenario. A second peer will be randomly selected to be an external observer. On your assigned day, you will be required to role play a brief (15 minute) portion of an assessment interview in front of the class. Following the role play, using a rating scale provided by the instructor, the social worker will complete a self-assessment. Using guidelines provided by the instructor, the parent will provide written feedback on how they experienced their interactions with the social worker. Finally, using guidelines provided by the instructor, the external observer will rate the assessment. The social worker will receive written feedback from the instructor.

   The grade for this assignment will be based on (1) critical self-assessment (25 points), (2) feedback from the instructor, (25 points), (3) feedback as the parent (25 points), and (4) feedback as the external observer (25 points).
This assignment is worth 15% of your course grade. Role plays will be done February 27 and March 6. Order will be determined randomly. Self-assessments and feedback are due the following week. If the role play was on February 27, they are due on March 6. For role plays done on March 6, they are due on March 13.

4. Essay: The Role of Social Work in Trauma Sensitive Schools. The assigned book is written for teachers and school administrators. Drawing from the approach presented in the book, discuss the role of social workers and the social work profession in transforming schools to be more trauma sensitive. Strong essays will discuss our role across micro, mezzo and macro levels. The essay should be approximately two-pages, single spaced. This assignment is due on April 10 and is worth 10% of your grade.

5. Case Study Take Home Exam. This is an applied exam in that you will be presented with a single case study and asked several questions related to the case. I will post the exam after class on Tuesday, April 17th. It is due at the start of class on April 24, 2018 and is worth 20% of your grade. You may use your books and notes but YOU MAY NOT CONSULT WITH ANYONE EXCEPT ME ABOUT THIS EXAM.

6. Blog Posts/Journal Entries. We are barraged daily with media reports about events, policy and politics that have serious real or potential consequences for children and families (and programs and services to which they need access) locally, statewide, nationally and/or globally. This assignment provides you with the opportunity to both reflect on and vent your emotional response, and engage in “public” professional discourse on the topic. Over the course of the semester you need to select three media reports. For each of the three reports, you must complete a journal entry and a blog post. You are also required read your peers’ blogs and to post at least six comments to other students or the instructor’s blogs.

The journal entries can be very informal as their purpose is to reflect on how you feel, and help process your emotional response to the piece and gain insight into your response. The instructor is the only person who will see the journal entry. Your blog post will be viewable by all students in the class. It should be written as if the audience were policy makers, agency heads and professionals in the field. Like your peers, assume that some will have similar views and some will have opposing views. It should reference the media report to which you are responding. Incorporate empirical evidence to support your position. Your initial post should be 300-500 words.

You are also required to post at least six comments in response to others’ blogs. This can include agreement (and rationale for agreement), additional supporting perspectives or data, as well as opposing views. The author of the original post may also respond. Whether agreeing or disagreeing, public posts must be respectful. We will jointly define respectful in class.

All posts, comments, and entries should be posted prior to May 1, 2018. This assignment is worth 20% of your grade. This assignment is intended to be completed over the course of the semester. You are, therefore, encouraged not to wait until the end of the semester.
Grade Summary

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Ignite Presentation/Fish Bowl Exercise</td>
<td>20%</td>
<td>Feb. 13</td>
</tr>
<tr>
<td>Assessment Role Play</td>
<td>15%</td>
<td>Feb. 27/March 6</td>
</tr>
<tr>
<td>Essay: Role of SW in Trauma Sensitive Schools</td>
<td>10%</td>
<td>April 10</td>
</tr>
<tr>
<td>Case Study Take Home Exam</td>
<td>20%</td>
<td>April 24</td>
</tr>
<tr>
<td>Blog Posts/Journal Entries</td>
<td>20%</td>
<td>May 1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Grading Criteria

Except under extremely unusual circumstances, assignments must be turned in on the due date. Late assignments will result in a deduction of 5 points for each day late (including weekends) off the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval. A death in the family is an example of a compelling or extreme situation.

Grade Scale:

- 100-94: A
- 93-90: A-
- 89-88: B+
- 87-84: B
- 83-80: B-
- 79-78: C+
- 77-74: C
- 73-70: C-
- 69 and below: F

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignite/Fishbowl discussion</td>
<td>C2, C4</td>
<td>Knowledge, Skills, Cognitive Processes</td>
</tr>
<tr>
<td>Assessment Role Play</td>
<td>C7</td>
<td>Skills</td>
</tr>
<tr>
<td>Essay: Role of Social Work Profession in Trauma Schools</td>
<td>C4, C8</td>
<td>Knowledge, Cognitive Processes</td>
</tr>
<tr>
<td>Case Study Take Home Exam</td>
<td>C1, C7, C8, C9</td>
<td>Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Blog Posts/Journal Entries</td>
<td>C1, C2, C4, C5</td>
<td>Values, Skills</td>
</tr>
<tr>
<td>Classroom Activities</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

Class meeting 1 (January 16, 2018)
- Overview of the course and syllabus
- Systems of Interventions
- Introduction to Important Approaches/Framework

Readings:
Recommended
For an overview of typical development in middle childhood:

Class meeting 2: (January 23, 2018)
- Trauma: Etiology, Prevalence and Adverse Outcomes
- Family Influences
  o Children and Intimate Partner Violence
  o Parental Substance Abuse and Mental Illness

Readings:
Text:
  Chapter 1: Trauma Sensitive Schools: A Resource for School Improvement
  Chapter 2: Dealing with Student Trauma
  Chapter 3: Neurology of Attachment
  Chapter 4: Trauma Effects on Children’s Readiness to Learn

Blackboard:

Class meeting 3 (January 30, 2018)
- Child Welfare Services

Readings:
Blackboard:


**Class meeting 4 (February 6, 2018)**

- Behavioral Health of Children

**Readings:**

Blackboard


**Class meeting 5 (February 13, 2018)**

**DUE: IGNITE PRESENTATION AND FISH BOWL EXERCISE**

- Family Context; Engaging Parents

**Readings:**

Blackboard


**Class meeting 6 (February 20, 2018)**

- Assessment
Readings:

**Blackboard**


Class meeting 7 (February 27, 2018)
DUE: ASSESSMENT ROLE PLAYS

Class meeting 8 (March 6, 2018)
DUE: ASSESSMENT ROLE PLAYS (complete)
- Father Involvement

**Blackboard:**


TUESDAY, MARCH 13: NO CLASS. **ENJOY SPRING BREAK**

Class meeting 9: (March 20, 2018)
- Prevention and promotion

**Readings:**

**Blackboard**


Available online:

**Chapter 3: Defining the Scope of Prevention page 59-69**
Available online at [https://www.nap.edu/read/12480/chapter/1](https://www.nap.edu/read/12480/chapter/1)

Class meeting 10: (March 27, 2018)
PLEASE BRING LAPTOP, TABLET OR OTHER MEANS TO SEARCH INTERNET
- Treatment modalities (individual, family, group)
- Evidence based treatments to treat Behavioral Health Disorders
- Core concepts/common elements approaches to EBTs

**Readings:**

**Blackboard:**


Class meeting 11 (April 3, 2018)
- Parenting Interventions for child behavior problems

*Readings:*

Blackboard:


*Recommended*

Class meeting 12 (April 10, 2018)
**DUE: ESSAY – THE ROLE OF SOCIAL WORK IN TRAUMA SENSITIVE SCHOOLS**
- Trauma Sensitive Schools
- School Based Interventions

*Readings:*

Text:

Chapter 5: Retooling the Teacher’s Role in Trauma-Sensitive Schools
Chapter 6: Nature’s Second Chance: Constructing a Reflective Brain
Chapter 7: Recognizing the Emotional Work of Teachers
Chapter 8: Next Steps: Managing the Necessary Changes to School Policies and Procedures

Blackboard:


Class meeting 13: (April 17, 2018)
- Macro Considerations
- Bringing EBTs to Scale

Readings:
Blackboard:
Institute of Medicine and National Research Council (April 2015). Strategies for scaling tested and effective family-focused preventive interventions to promote children’s cognitive, affective and behavioral health – Workshop in Brief.


Class meeting 14: (April 24, 2018)
DUE: CASE STUDY
- Developmental disorders
  - Fetal Alcohol Syndrome and Drug Exposed Children
  - Learning disabilities
  - Autism

Readings:
Blackboard:

Class meeting 15 (May 1, 2018)
DUE: ALL BLOG POSTINGS MUST BE COMPLETE BY START OF CLASS

- Grief
- Chronic Illness
- Preparing to engage in social work practice with children and families