TAMUC Logo

SWK 362.01: Child Welfare
COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor:	**Brian Brumley, LMSW-IPR**
Office Location:	**H-320**
Office Hours:	**Per Syllabus for On-line**
Office Phone:	**903468-3071**
Office Fax:	**N/A**
University Email Address:	**Brian.brumley@tamuc.edu**
Preferred Form of Communication:	**EMAIL**
Communication Response Time:	**Within 2 business days**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to TELUS Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.

QR Code TELUS

The syllabus/schedule is subject to change.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Crosson-Tower, C. (2021). *Understanding child abuse and neglect* (10th ed). Pearson.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Software Required:
- D2L (in MyLeo)
- Microsoft Office
  Access at: Student Instructions to Sign Up Free for Microsoft Office

Optional Texts and/or Materials:
None

Course Description

This elective course introduces student to the many facets of a career in child welfare and agencies related to working with children and families. The course will include information on the laws involved in working with children and families and the impact the laws have on clients. Problems that families face are reviewed in order to help the student develop an understanding of family functioning and how policies, referrals and services influence the multiple outcomes a client/family may be faced with during an interaction with a child welfare agency, judicial system or law enforcement agency.

STUDENT LEARNING OUTCOMES

The Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 1: Students will demonstrate ethical and professional behavior.		
Students will make ethical decisions by applying the standards of the NASW	Paper	Knowledge, Values

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Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context		
Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Successful completion of Topic Check-In's	Knowledge, Values
Competency 2: Students will engage in diversity and difference in practice.		
Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Successful completion of exams and quizzes within the course	Knowledge, Skills
Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Successful completion of exams and quizzes within the course	Knowledge, Skills

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the

content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:
1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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Evaluation for the course grade is according to the following formula:

Assessments	Value
Quizzes (3 @ 20 pts each)	60 pts
Paper	35 pts
Topic Check-Ins (3 @ 20 pts each)	60 pts
TOTAL	**155 pts**

Assessments

QUIZZES
There are three quizzes throughout the course; each one is worth 20 points (20 questions worth 1 point each). **Quizzes will open with the course opening, and will close at 11:30 p.m. on the day they are due. There are no allowances for opening a quiz after it has closed (in order to be completed late. REMEMBER: YOU CAN ALWAYS WORK AHEAD).** Each quiz is on specific chapters and there are no overlaps. All quizzes are open book; and you are given extended time (6 hours to take a 20 question quiz) in hopes that students benefit from another learning style.

CHILD NEGLECT PAPER
You will have **ONE written assignments** throughout the course on an assigned topic. The paper is worth **35 points.** The paper should be 3-4 pages double-spaced, APA guidelines such as a cover paper, reference page, in text citations. **YOU WILL ONLY CITE THE TEXTBOOK**. These papers are submitted via the corresponding file in your D2L for the week they are due. **Late papers are not accepted. *Do not submit them as an email. They must be a document with your last name as part of the file name and they must be a Word* document. I have helped with what my expectations are with each paper in the instructions, provided examples, and as well as provided the rubric*. Please copy and paste the rubric to the end of your paper so I may use that when grading your paper.* (Appendix A)**

TOPIC CHECK-IN
There are 3 Topic Check-ins throughout this course and they are worth 20 points each. They require that you log in for that week and watch the assigned video. For credit (20 points), you must upload your topic check in to the corresponding folder in D2L. The topic check-in requires you **write a total of TWO paragraphs**.
- **Paragraph one** is a summary of what the video was about, and
- **Paragraph two** is a summary of your thoughts on what you saw. **Topic Check In assignments are to be placed in the corresponding assignment folder of the D2L course. Remember to make sure you have titled them: Topic Check- In #1, #2, etc. and that you complete the assignment prior to the Sunday 11:30 pm deadline. Late work will not count and will result in a zero for that Topic Check- in**.

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Due Date Policy

All Assignments are due in D2L by the due date. I will not be able to accept late work.

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times not meeting deadlines can result in having an adverse effect on your clients' lives. It can also result in termination in employment. The School of Social Work feel it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful not only in this course, but also in the practice setting.

There will be NO MAKE-UP exams offered. You will need to take the exam by the due date in D2L

Thank you for understanding and your willingness to take the first step toward your own success.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These

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methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:
https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the NASW Code of Ethics.

University Code of Conduct

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the

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impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the Student Guidebook.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage (or copy/paste the following URL in your web browser: http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "Student Appeal of Instructor Evaluation" - Procedure 13.99.99.R0.05.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

Graduate Student Academic Dishonesty 13.99.99.R0.10
Graduate Student Academic Dishonesty Form

Undergraduate Student Academic Dishonesty 13.99.99.R0.03
Undergraduate Academic Dishonesty Form

University Rules on Research

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work.

AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

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In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

Graduate Student Academic Dishonesty 13.99.99.R0.10
Undergraduate Student Academic Dishonesty 13.99.99.R0.03

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu

Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web URL:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

School of Social Work &
Council on Social Work Education-Specific Policies

Course Engagement

Final Evaluation and Grade Depend on both Classroom Attendance and Participation.
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material. To earn a level of competency within a specific course, students must demonstrate mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement in each course is the meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (F2F), students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to, participation in live, synchronous virtual classes, attending a F2F course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete each course.

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Class Attendance and Participation

Face-to-Face Classes
Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll call will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as, be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet once a week, students can be absent up to 2 times through the semester with no penalty. If **3 absences** occur, the overall grade will be **dropped 1 letter grade**. If **4 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter** grades or may result in failing the class.

Online, Web-Enhanced or Blended Classes
Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and the National Association of Social Workers (NASW) Code of Ethics.*

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work

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Code of Conduct or other concerns as determined by the Academic and Professional Issues Committee.

Graduate Students have the right to appeal to the Graduate Dean according to University Procedure 13.99.99.R0.39.
Undergraduate Students have the right to appeal to the Dean of the College of

Education and Human Services according to University Procedure 13.99.99.R0.41.

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APPENDIX A
Grading Rubric Child Neglect Paper

Possible Points	Point breakdown	Points Awarded	Comments
2	Introduction of video and direction or purpose of your paper (thesis statement)		
20	**Analysis of <mark>two child neglect components or issues</mark> demonstrated in the video and as discussed in CHAPTER 4 of the text. <mark>Text cites appropriately (2 times at a minimum) and integrated into paper</mark> (10 pts. each)**		
10	Show utilization of critical thinking by synthesizing all material discussed into a cohesive conclusion		
3	APA format, college level writing requirements: grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader		
35	**Total**		

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COURSE OUTLINE /CALENDAR

TENATIVE COURSE OUTLINE / CALENDAR

WEEK	Reading(s)	Assignment/Activities
1	Syllabus Chapter 1 – Maltreatment of Children	• Review Syllabus, • Read Chapter 1
2	Chapter 2 – Family Roles, Responsibilities, Rights	**Topic Check-In #1: see D2L**
3-	Chapter 3 – Trauma and the Developing Child	
4-	Chapter 4 – Neglect of Children	**Zoom Meet Up:** **Tuesday September 16 at 1:00 pm**
5-	Chapter 5: Physical Abuse of Children	**Paper #1: See D2L**
6-	Chapter 6: The Sexual Abuse of Children	
7-	Chapter 7: Intra-Familial Abuse	**Quiz 1: See D2L**
8-	Chapter 8: Extra-Familial Sexual Abuse, Misuse, and Exploitation	
9-	Chapter 9: Psychological Maltreatment of Children	**Topic Check-in #2: See D2L.**
10-	Chapter 10: Intervention: Reporting and Investigation Chapter 11: Collaborative Intervention and Case Management	**Topic Check-in #3: MUST submit to the folder by Sunday 11/2 by 11:30 p.m.**
11-	Chapter 12: The legal response to Child Abuse and Neglect	
12-	Chapter 13: Treatment: Physical Abuse and Neglect Chapter 14: Treatment of Sexual Abuse	**Quiz 2: See D2L**
13-	Chapter 15: Foster Care for Abused and Neglected Children	**THANKSGIVING BREAK**
14	Chapter 16: Adults Abused as Children	
15-	Chapter 17: Working with Child Protection and Prevention	**Quiz 3 See D2L**
16-	ZOOM Meet-up 12/10 @ 7pm	Class Wrap up

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