



SW 387 Emerging Issues: Social Work with Children & Youth

Summer 2021

July 26 – August 20

Online / Asynchronous

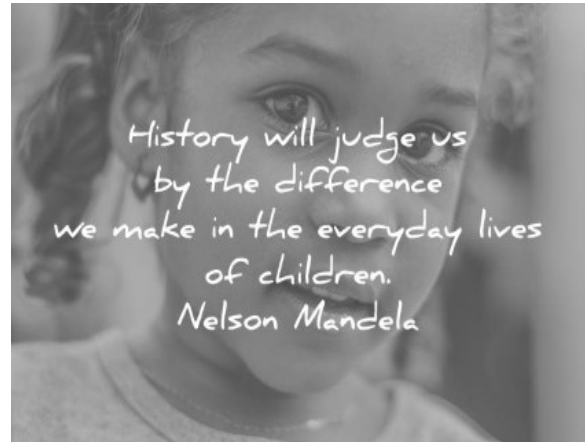
Instructor: Margaret Kubek (she, her), MSW, MS

Office Hours: contact me to schedule a Zoom or phone chat

Email: mkubek@uwsp.edu

Course Description

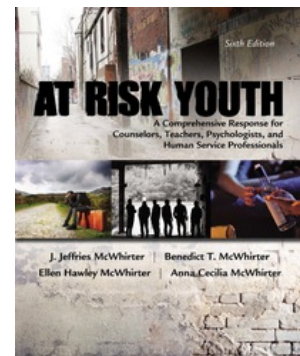
This course provides an overview of emerging issues in the field of social welfare and social work practice with children and youth. The course provides an ecological framework to examine risk and resiliency factors at the societal and environmental level; investigates the impact that families, the school system, and individual factors have in shaping an individual's level of risk and resiliency; explores common risk categories; and provides an overview of promising treatment approaches for practice with children, youth, and their families. Throughout this 4-week course students will have the opportunity to explore social work practice with children and youth through textbook readings, virtual discussions with peers, recorded lectures, engagement with peer-reviewed literature, analysis of a documentary film case study, and the development of an intervention / prevention program plan.



Course Materials

The following text is required for this class:

McWhirter, J.J, McWhirter, B.T., McWhirter, E.H., & McWhirter, A.C. (2017). At-Risk Youth: A Comprehensive Response, Sixth Edition. Boston, MA: Cengage Learning.



Additional multi-media and mini-lectures will be posted to Canvas.

Course Format

This course is online and asynchronous; as such, there are *no* scheduled class meeting times on Zoom. The format will include small group virtual discussions, reading and reflection, engagement with recorded lectures, and the use of multi-media to breathe life into topics and concepts.

Course Objectives

Students who successfully complete this course will be able to:

1. Identify and assess ecological factors which contribute to challenges, issues, and resiliency for children and youth.
2. Differentiate and discuss family, individual, and school factors which contribute to risk and resiliency in children and youth.
3. Examine and outline contemporary social welfare literature about social work practice with children and youth.
4. Investigate and assess risk categories which might lead to challenges and issues for children and youth.
5. Conceptualize and design a prevention / intervention treatment approach for social work practice with children and youth.
6. Build and apply professional knowledge and skills for working with children and youth.

<u>Course Requirements</u>	<u>SW 387</u>
1. Small group discussions (4 total)	160
2. Quizzes (4 total)	60
3. Film analysis paper	80
4. Annotated bibliography	100
5. Program plan consultation & presentation	<u>100</u>
	500

<u>Grading Scale</u>		<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and
below		

PROFESSIONAL BEHAVIOR AND VIRTUAL CLASSROOM EXPECTATIONS

Student expectations

You are expected to engage in online learning activities fully prepared, engaged, and participatory. Readings, discussion posts and responses, engaging with the recorded lectures, and assignments are to be completed on time. You will participate in online discussions in a civil, inclusive, and professional manner. The practice of professionalism in the online classroom provides a foundation for future social work practice.

Due to the condensed length of this course, late assignments will only be accepted if you have connected with me at least one day prior to the due date to negotiate a new due date unless there is an emergency; the reason for the extension must be compelling (e.g., an emergency, illness, computer issues, etc.). Everyone must adhere to the deadlines for small group discussions.

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open.

Workload Expectation

The virtual format, coupled with the condensed nature of the course, may make this class feel like a more intense learning experience. An online course requires a high level of organization and engagement; moreover, it may feel like there is more to do because we are not meeting in person on a weekly basis. Asynchronous courses, where the materials are available on demand in Canvas, require that you actively seek out and engage with materials as compared with the classroom setting where there is lecture and time for discussion set up for you. As such, compared to a traditional classroom, an online class requires greater self-motivation and discipline. More than likely, you will have daily contact with this course which might occur through reading, writing, taking a quiz, or sharing your thoughts in the small group discussions.

Communication

Our communication in this class will occur virtually through Canvas, email, Zoom, or cell. If you need to contact me about a private matter, you can send me an email. I typically respond to emails within 24 hours (except on weekends); *if you send me an email and do not hear back from me within 48 hours, please re-send your email.* If you would like to chat in Zoom, please email me to set that up.

If your question is related to a more general matter, consider posting it to one of the pinned discussions on Canvas (one for assignments, one for clarification of concepts / ideas); you are also encouraged to answer each other's questions as this will benefit everyone.

Canvas Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue in your small group discussions, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Before hitting the submit button, reflect on what you have written.
- It can be challenging to communicate some ideas in writing due to the lack of face-to-face, non-verbal communication. This is your opportunity to practice clarifying your ideas to others in a concise way. Be open to feedback and compose your comments in a constructive and supportive manner.
- The use of person-centered language is a hallmark of the social work profession so please be intentional about how you present your information.

Confidentiality

The virtual classroom is a safe place for learning, inquiring, and expression; as such, there is a professional standard of confidentiality maintained in the online classroom. An awareness of maintaining confidentiality is of utmost importance in the social work profession.

CLASS MODULES AND OVERVIEW OF ASSIGNMENTS AND DUE DATES

	DATE	TOPIC	READING/ LECTURE/ MULTIMED IA	ASSIGNMENT	Pts	ASSIGN./ READINGS/ LECTURE <i>DUE DATES</i>
Week 1	July 26 to Aug. 1	The Ecology of Problems	Syllabus; Ch. 1 & 2; watch film			July 29
			Watch recorded lecture(s)	Discussion post – intro & thoughts about film	30	July 31
				Quiz Discussion response	15 10	August 1 August 1
Week 2	Aug. 2 to Aug. 8	Families, Schools, and Skills	Ch. 3, 4 & 5			August 2
			Watch recorded lecture(s)	Discussion post - film	30	August 3
				Discussion response	10	August 6
				Film analysis paper Quiz	80 15	August 8 August 8
Week 3	Aug. 9 to Aug. 15	At-risk Categories	Ch. 6, 7, 8, 9 & 10	pay most attention to chapters that relate to your doc film		August 9
			Watch recorded lecture(s)	Discussion post – research article	30	August 10
				Discussion response	10	August 13
				Annotated bibliography Quiz	100 15	August 15 August 15 August 15
Week 4	Aug. 16 to Aug. 22	Prevention, Intervention, and Treatment	Ch. 11, 12, 13 & 14	pay most attention to chapter 11 plus the chapter that relates best to your program plan		August 16
			Watch recorded lecture(s)	Program plan consult	20	August 17
				Discussion post – program plan ideas	30	August 17
				Discussion response	10	August 20
				Program plan presentation Quiz	80 15	August 22 August 22

ASSIGNMENTS

Discussion posts or Zoom chats (40 points each @ 4 total = 160 points, Competencies 1 & 2)

See schedule for Canvas discussion post due dates

If “meeting” on Zoom, your small group will have one discussion by the end of each week.

The discussions you have with peers will help build your work for major assignments; as such, apart from the first week’s discussion, you will engage in the small group conversations mid-week so that you have time to process the discussions as they relate to the major assignments which are due on Sunday. For instance, you’ll have the opportunity to discuss thoughts and reactions to your chosen documentary, with others who have watched the same doc, prior to submitting your film analysis paper; you’ll have the opportunity to share one research article from your annotated bibliography, and read a review of your peers’ chosen article, prior to submitting the annotated bib assignment; finally, you will have the opportunity to share your intervention / prevention program plan ideas, and assist your peers with brainstorming their ideas, prior to submitting your finalized program plan presentation. The small group discussions should conclude prior to the submission of the assignments so that the conversations are fruitful and help you craft your assignments.

Your small group may choose to complete these discussions via the Canvas discussion board or via Zoom chat. Each group will have a maximum of 4 students; as such, you are expected to respond to everyone in your group.

	Discussion post topic	Due dates	Relationship to major assignment	Relationship to readings
Week 1	Introduce yourself Documentary film post Discussion response	07/31 07/31 08/01	Film analysis paper	Ch. 1 & 2
Week 2	Documentary film post Discussion response	08/03 08/06	Film analysis paper due August 8th	Ch. 3, 4, & 5
Week 3	Research article post Discussion response	08/10 08/13	Annotated bibliography due August 15th	Ch. 6-10
Week 4	Program plan post Discussion response	08/17 08/20	Prevention program plan due August 22 nd	Ch. 11-14

More details and guidance for each discussion post / Zoom chat are provided on Canvas.

Quizzes (15 points each @ 4 total = 60 points)

Due by the conclusion of each week

Each quiz will consist of multiple choice, T/F, and essay questions related to materials from that week only. The quizzes will be open book with no time limit.

Quizzes are based on textbook readings and recorded lecture content.

Documentary film analysis paper (80 points, Competencies 2, 4, and 7)

Due August 8th

The purpose of this assignment is to watch a documentary that explores one of the “at-risk” categories analyzed and described in the textbook (see chapters 6 – 10); you will write a paper which integrates concepts and content from the textbook, recorded lectures, and small group discussions to evaluate the documentary topic area. Your paper will assess, analyze, and frame the major issues in the documentary using content and concepts provided in the textbook.

I like to think of documentaries as case studies where we can gain knowledge and practice our skills as social workers with real-world issues and situations. You will choose from one of the following documentaries:

School dropout, Ch. 6: *Dropout Nation*

Substance Use and Addiction, Ch. 7: *Understanding the Opioid Epidemic*

Teen Pregnancy, STIs, and Risky Sexual Behavior, Ch. 8: *The Lost Children of Rockdale County*

Juvenile Delinquency and Youth Violence, Ch. 9: *Girl Trouble – Teenage Girls and the Juvenile Justice System*

Youth Suicide, Ch. 10: *Chazz Petrella: The Boy Who Should Have Lived*

There is a detailed description of each documentary in Canvas.

You will write a **5 page** minimum paper (excluding the title and reference page).

The following content will be included in the paper:

1. Title page
2. Summary of the film (this should be half a page or so)
3. Reaction to the film (Did you learn anything new? Did the documentary challenge any of your preconceived ideas? Did the documentary build on knowledge you already had?)
4. Frame issues from the film using concepts from chapters 1 and 2
5. Analyze the issues using content from chapters 3, 4, and 5
6. Discuss the social work involvement with the issue(s) presented in the film; as this section is worth the most points, please make sure it is at least 1 page in length.
7. Reference page with textbook as your 1 reference.

More details for this assignment are provided in Canvas.

Thinking ahead . . .

Upon completion of the film analysis paper, you will develop an annotated bibliography (see next assignment) based on the issue(s) highlighted in the film. You will have the opportunity to explore and assess the issue through the lens of contemporary social welfare research literature about social work practice with children and youth. Moreover, you will design and create a program plan (see final assignment description) that addresses and either prevents or intervenes with the issue(s) presented in the film. For the program plan assignment you will weave together ideas and concepts you uncovered in your annotated bibliography, textbook materials, consultation with me and your small group, and your own knowledge and experience.

For these assignments, I would encourage you to think about the following after you've watched your documentary:

- Begin conducting a library database search for your 5 research articles once you've watched your film and know what you'd like to focus on or learn more about.
- Begin to think about how a social worker might prevent or intervene with the issues.
- Browse the chapter(s) in the "At-risk Categories" portion of the textbook to begin brainstorming where you will focus your library search.
- Browse the chapters in the "Treatment Approaches" section of the textbook to begin crafting your program plan – do you want to intervene at the individual, peer, or family level?
- As you develop and write your film analysis paper, keep these assignments in mind as they all relate and work together.

Annotated bibliography (100 points, Competency 4)

Due August 15th

The purpose of this assignment is to engage with contemporary research about issues and challenges for children and youth. An annotated bibliography provides a review and critical assessment of each peer-reviewed article.

You will choose 5 peer reviewed articles related to your documentary topic area. Your 5 articles can be about interventions with the population, a study of the issue, or an article concerned with collecting data about the topic/population. The annotated bibliography should be a minimum of 5 pages.

More details about this assignment are located in Canvas.

Prevention / intervention program plan consultation (20 points, Competencies 4, 5, and 8)

Due August 17th

The purpose of this assignment is to take content and concepts you learned from Week 3 (at-risk categories), Week 4 (prevention, intervention, and treatment), and your annotated bibliography, and weave them together with your own knowledge, ideas, and experiences to design and craft an intervention or prevention program plan. You will brainstorm your prevention / intervention program plan ideas with me via an assignment submitted to Canvas, as well as through your final discussion with your small group. This assignment will give you the opportunity to articulate the issues explored in the film and present your ideas for the best path forward for prevention and intervention of the issues. Consultation with colleagues and supervisors occurs often in the social work profession; as such, this assignment will give you the opportunity to practice this skill.

Prevention / intervention program plan presentation (80 points, Competencies 4, 5, and 8)

Due August 22nd

Based upon your work thus far, conversations with peers during your small group discussions, and feedback from me, you will create a presentation which details your program plan. For the presentation you might consider using Microsoft Sway or PowerPoint found here: <https://www.uwsp.edu/infotech/Pages/SoftwareSupport/Office-365-OneDrive.aspx>. Google slides (<https://docs.google.com/presentation/u/0/>) and Prezi (prezi.com) are also good options. *If you have another creative platform you wish to use to showcase your program plan, please*

check with me first, but any creative platforms will more than likely be acceptable. If you are unsure of how to use these technologies, be sure to check in with me early on. We can discuss and problem solve.

Your presentation should follow the elements found in the program plan template to include:

1. The name of your program plan
2. An overview of the issue you are addressing
3. An overview of your program plan
4. How your program plan connects with concepts from the text and your annotated bibliography
5. Link your program plan and issues in the documentary with at least one social policy
6. Conclusions

If using a presentation platform with slides, you should have a minimum of 10 slides. If using another platform, be sure to have the equivalent amount of information. If your group has been sharing discussion posts in Canvas, you will narrate your presentation so that others in your group can open your presentation and listen to your thoughts and ideas. If your group has been meeting via Zoom, you will share your presentation during a Zoom meeting.

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menominee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menominee land, and the sacred lands of all indigenous peoples.



University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Special Needs

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance:

<https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

Council on Social Work Education Core Competencies

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these 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.