

## SW 395 Emerging Issues: Social Work with Children & Youth

Fall Semester 2020

Online in Canvas

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

**Individual Time for Students: Virtual on Zoom, Thursday 10am – noon or by appointment**

**Phone: 920-309-3281 (personal cell number)**

**Email: my preference is through the Canvas but [mkubek@uwsp.edu](mailto:mkubek@uwsp.edu) also works**



### **Course Description**

This course provides an overview of emerging issues with children and youth in the field of social welfare. The course presents an ecological framework for examining risk 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; explores common risk categories; and, provides an overview of promising treatment approaches with children, youth, and their families.

Throughout the course students will have the opportunity to explore macro- and micro-level risk factors, categories of risk, and treatment approaches through textbook readings, virtual discussions with classmates, short papers, an analysis of a documentary film, 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 lectures will be posted weekly to the Modules section in Canvas.

### **Course Format**

This course is online and asynchronous. This means that course materials are available in Canvas with students able to engage with materials and complete assignments on their own time (on demand), but with weekly due dates in place. There is one assignment due toward the end of the semester that requires students to engage in a one-on-one discussion over Zoom with me.

The format will include large and small group virtual discussions in Canvas, reading and reflection, mini-lectures, the use of multi-media to breathe life into topics and concepts, and the opportunity to engage with an Instagram account focused on contemporary issues in the realm of children and youth.

At the beginning of each week, I will post a lecture in Canvas Modules with course concepts and multi-media materials for you to engage with.

### **Information about Canvas**

Canvas is the UWSP Learning Management System (LMS). Materials for this course are posted to Canvas. Follow this link for the login page for Canvas, student guides, and an orientation training for students:

<https://www.uwsp.edu/canvas/Pages/default.aspx>

## **Information about Zoom**

Zoom is the UWSP Web Conferencing Tool. Virtual, live conversations are hosted on this platform. Follow this link to read more about Zoom and to activate your account:

<https://www.uwsp.edu/infotech/Pages/Tutorials/Zoom/Zoom.aspx>

## **Course Objectives**

Students who successfully complete this course will be able to:

1. Examine factors at the individual, family, school, and societal level which contribute to challenges, issues, and resiliency for children and youth.
2. Describe categories of risk related to issues that children and youth might experience.
3. Analyze risk and link them to environmental, family, school, and / or individual factors.
4. Develop a prevention, intervention, and treatment approach.
5. Link course concepts to the profession of social work.

## **Course Requirements**

- |   |                  |
|---|------------------|
| 1. Professionalism  | 30 points        |
| 2. Engagement with course   | 20 points        |
| a. Introduce yourself (4 points)  |                  |
| b. Information sheet (4 points)   |                  |
| c. Documentary film survey (4 points)   |                  |
| d. Post a question about assignments or concepts to pinned Canvas discussion board (4 points) |                  |
| e. Schedule program plan consultation with me (4 points)                                      |                  |
| 3. Reading reflection essays (5 total)  | 100 points       |
| 4. Discussion posts (5 total)   | 50 points        |
| 5. Discussion post responses (10 total)   | 50 points        |
| 6. Film analysis paper  | 60 points        |
| 7. Prevention / Intervention program plan consultation  | 30 points        |
| 8. Prevention / Intervention program plan presentation  | <u>60 points</u> |

Total points possible: 400 points

## **Grading Scale**

	<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**

### **Workload Expectation**

An online course requires you to be organized and engaged. 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, requires 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. However, I have set this class up to be an immersive experience by providing various ways in which you will explore new content (textbook, mini-lectures, multi-media, discussions with classmates, and an Instagram covering contemporary issues for children and youth), and begin to link concepts and ideas to what you already know.

### **Late papers / missed exams**

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE**. Requesting an extension does not automatically mean that you will receive one. Late assignments can be turned in for partial credit. No assignments will be accepted if they are turned in more than two weeks past the due date.

*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!*

### **Communication**

Our communication in this class will occur through Canvas, email, Zoom, or cell. If you need to contact me about a private matter, you can send me an email. *My preference is that you email me through the Canvas portal*. 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 or via text message, you may send me an email or text to set that up. *However, if your question is related to a more general matter, consider asking it in one of the pinned discussions on Canvas* (one for assignments, one for clarification of concepts / ideas); you are encouraged to answer each other's questions as this will benefit everyone.

My goal is to provide feedback for discussion posts / responses and the reading reflection essays within 72 hours of the due date. It may take me a little longer to provide feedback for the larger assignments. Feedback for the one-on-one program plan consultation with me will be provided in real time as our conversation unfolds.

I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

### **What is "Individual Time for Students?"**

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My office hours for this semester are Thursdays from 10am to noon, but I can meet at other times as well.

### **Questions About Concepts or Assignments**

In Canvas, you will notice two pinned discussions. One is for any questions about the concepts, topics, or ideas presented in the textbook or mini-lectures I post to the discussion board each week. If you do not understand a concept or would like more materials to deepen your understanding of a concept, please post your request. The other pinned discussion is for questions about assignments.

Please consider using these two discussion boards, as opposed to emailing me directly. Your classmates might benefit from your question and the answer I, or a classmate, provides. *To encourage use of these two discussion forums, I am offering 4 points for you to post a question to either forum.*

## **Canvas Civility and Respect for Diversity**

To have meaningful, rich, and substantive dialogue in the discussion forum, 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.
- Communicating online should not be any different from how you communicate in a face to face class.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during online discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like “the mentally ill”, “the disabled”, “illegal aliens” or “the homeless”. Instead use person-centered language, such as “individuals experiencing mental illness”, “people with disabilities”, undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

## **Confidentiality**

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

## **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 Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee 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>

## **Policy Related to Sexual Violence on the UWSP Campus**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence

occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/titleix/Pages/default.aspx>

\*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator and/or law enforcement.

### **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](mailto: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>

### **CLASS MODULES AND OVERVIEW OF ASSIGNMENTS AND DUE DATES**

(Please be aware that due dates and assignments may need to be changed. You will be made aware of any changes to the course schedule as soon as possible.)

#### **Module 1: Course Overview and Part I: At-risk Children & Youth (Competencies 1, 2, 3, and 5)**

##### **Week 1 (09/02 to 09/06)**

- **Read:** Chapters 1 and 2
- **Engage:** Wednesday, September 2<sup>nd</sup> at 5:30pm: Participate in Zoom session for overview of syllabus followed by a tour of the Canvas shell. I will record this for those of you who are unable to attend.
- **Complete:** “Introduce Yourself” PPT or google slide to the Canvas discussion board by Sunday, September 6<sup>th</sup>
- **Complete:** Information sheet to Canvas by Sunday, September 13<sup>th</sup>
- **Complete:** Reading reflection essay for Chapters 1 and 2 sometime between September 6<sup>th</sup> and 13<sup>th</sup> (I’ve extended the time for this one essay due to the short turnaround timeframe to complete it.)

### **Week 2 (09/07 to 09/13)**

- **Engage:** Lecture and content posted in Module 1 in Canvas
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Respond to a minimum of two classmates' Introduce Yourself discussion post by Sunday, September 13<sup>th</sup>
- **Complete:** Film survey preferences by Sunday, September 13<sup>th</sup>
- **Complete:** Schedule final project consultation with me by Sunday, September 13<sup>th</sup>; this date can certainly change based upon your schedule

### **Module 2: Families and Skills (Competencies 1, 2, 3, and 7)**

#### **Week 3 (09/14 to 09/20)**

- **Read:** Chapters 3 and 5
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Submit reading reflection essay for Chapters 3 and 5 by September 20<sup>th</sup>

#### **Week 4 (09/21 to 09/27)**

- **Engage:** Lecture and content posted in Module 2 in Canvas
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Post to the Canvas discussion board by Thursday, September 24<sup>th</sup>
- **Complete:** Respond to a minimum of two classmates' discussion posts by Sunday, September 27<sup>th</sup>

### **Module 3: Schools and School Dropouts (Competencies 1, 2 and 7)**

#### **Week 5 (09/28 to 10/4)**

- **Read:** Chapters 4 and 6
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Submit reading reflection essay for Chapters 4 and 6 by October 4<sup>th</sup>

#### **Week 6 (10/05 to 10/11)**

- **Engage:** Lecture and content posted in Module 3 in Canvas
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Post to the Canvas discussion board by Thursday, October 8<sup>th</sup>
- **Complete:** Respond to a minimum of two classmates' discussion posts by Sunday, October 11<sup>th</sup>

### **Module 4: At-risk Categories – Substance Use and Teen Sexuality (Competencies 1, 2, and 7)**

#### **Week 7 (10/12 to 10/18)**

- **Read:** Chapters 7 and 8
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Submit reading reflection essay for Chapters 7 and 8 by October 18<sup>th</sup>

#### **Week 8 (10/19 to 10/25)**

- **Engage:** Lecture and content posted in Module 4 in Canvas
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** No discussion post due this week

## **Module 5: At-risk Categories – Juvenile Delinquency and Youth Suicide (Competencies 1, 2, and 7)**

### **Week 9 (10/26 to 11/01)**

- **Read:** Chapters 9 and 10
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Submit reading reflection essay for Chapters 9 and 10 by Sunday, November 1<sup>st</sup>

### **Week 10 (11/02 to 11/08)**

- **Engage:** Lecture and content posted in Module 5 in Canvas
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Post to the Canvas discussion board by Thursday, November 5<sup>th</sup>
- **Complete:** Respond to a minimum of two classmates' discussion posts by Sunday, November 8<sup>th</sup>
- **Submit:** Film Analysis paper by Sunday, November 8<sup>th</sup>

## **Module 6: Prevention, Intervention, and Treatment Approaches – Treatment Framework and Core Components (Competencies 1, 2, and 8)**

### **Week 11 (11/09 to 11/15)**

- **Read:** Chapters 11 and 12
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Submit reading reflection essay for Chapters 11 and 12 by Sunday, November 15<sup>th</sup>
- **Complete:** Program Plan Consultation with me this week or next

### **Week 12 (11/16 to 11/22)**

- **Engage:** Lecture and content posted in Module 6 in Canvas
- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Post to the Canvas discussion board by Thursday, November 19<sup>th</sup>
- **Complete:** Respond to a minimum of two classmates' discussion posts by Sunday, November 22<sup>nd</sup>
- **Complete:** Program Plan Consultation with me if you haven't done so already

### **Week 13 (11/23 to 11/29)**

Work on your program plan presentation

## **Module 7: Prevention, Intervention, and Treatment Approaches – Peer and Family Interventions**

### **Week 14 (11/30 to 12/06)**

- **Read:** Chapters 13 and 14
- **Engage:** Check out the course's Instagram page throughout the week

### **Week 15 (12/07 to 12/13)**

- **Engage:** Check out the course's Instagram page throughout the week
- **Complete:** Post your Program Plan Presentation to the Canvas discussion board *by Sunday, December 7<sup>th</sup>*
- **Complete:** Respond to a minimum of two classmates' discussion posts by Sunday, December 13<sup>th</sup>

**HAPPY BREAK!**

## **ASSIGNMENTS**

### **Guidelines for Writing Assignments**

- ◆ Please write all assignments in APA format; this includes providing a reference list, if required. Information about APA paper format can be found here:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa6\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html)
- ◆ If you are referencing someone else's work in your paper, you must provide an in-text citation. Guidance for APA in-text citations can be found here:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa6\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_the\\_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.](https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.)
- ◆ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting. Information about APA style reference lists can be found here:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/reference\\_list\\_basic\\_rules.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html)
- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ It's always a good idea to use headings in your papers so that your reader can follow the points you are making.
- ◆ Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ The UWSP Writing Center can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ I'm also happy to provide support around APA style and writing format.

### **Professionalism (30 points, Competency 1)**

Ongoing.

You are expected to engage in online learning activities fully prepared, engaged, and participatory. Readings, discussion posts and responses, and assignments are to be completed on time. You are expected to 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.

Please see the following statements above for specific guidance around professionalism:

- Course Expectations
- Late Papers / Missed Assignments / Incompletes
- Workload Expectations
- Zoom Civility and Respect for Diversity
- Confidentiality

*Late assignments will only be accepted if you have connected with me prior to the due date to negotiate a new due date; the reason for the extension must be compelling (e.g., an emergency, illness, computer issues, family responsibilities, etc.). Everyone must adhere to the deadlines for discussion posts and responses; it will become very complicated if you do not post to the discussion board by the due date.*

*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!*

### **Engagement with course (20 points, Competency 1)**

During the first week to ten days of this course there are a few odds and ends that you will submit in Canvas or post to the Canvas discussion board. *These little “assignments” will not take much of your time but are important nonetheless.* They provide an opportunity for me to get to know you and for you to get to know each other; other items assist me with creating discussion groups later in the semester, answer common questions about assignments, and manage my schedule during the weeks when you will be meeting with me over Zoom.

1. *Introduce yourself* (4 points) **due September 6<sup>th</sup>**  
In Canvas you will find a discussion post titled, “Introduce yourself.” Instructions for this assignment are in the introduction of the discussion. The discussion is linked in Module 1, Week 1.
2. *Information sheet* (4 points) **due September 6<sup>th</sup>**  
This document helps me know your learning style, reasons for taking the course, and concepts and topics you hope are covered in this course. Throughout the semester, I’ll do my best to meet everyone’s requests by weaving your interests into my mini-lectures. The information sheet is linked in Module 1, Week 1 in Canvas.
3. *Documentary film survey* (4 points) **due September 13<sup>th</sup>**  
You will each write a documentary film analysis and will choose your documentary from a variety of options related to the at-risk categories found in Part III of the textbook. Later in the semester, small group discussions will occur related to the documentary. A description of each documentary and the link to the survey is in Module 1, Week 1.
4. *Post a question about assignments or concepts to pinned Canvas discussion board* (4 points) **Due sometime during the semester**  
Students typically have questions about assignments or concepts in a face-to-face class but, for some reason, these questions don’t usually come out in the online format. In order to facilitate these questions, please post your assignment or concept question to the pinned discussion board in Canvas. The link to this discussion board is in Module 1, Week 1.
5. *Schedule your program plan consultation meeting with me in Calendly* (4 points) **due September 13<sup>th</sup>**  
One of the assignments is to create a prevention or intervention plan for a population of children & youth who are considered at-risk. This assignment will build from the documentary film you watch and the documentary film analysis paper you write. For the final discussion post, everyone will post their program plan. Prior to creating your presentation, you will meet with me to consult about your project. Please follow the link in Module 1, Week 1 to schedule this 15-20 minute meeting with me that will occur over Zoom.

#### **Reading reflection essays (20 points each @ 5 total = 100 points, Competencies 1, 2, and 4)**

Due in Canvas at the end of each week assigned; Sunday evening by 11:59pm. *Please submit as a Word document or PDF.*

The purpose of this assignment is to provide one framework for integrating content and concepts of each assigned chapter into your current understanding of social work with children and youth. How can you connect what you have learned in other classes to content in this class? What are some new ideas that you are learning? What concept(s) will you take with you into future classes and / or into your work or practicum experience? Upon completion of assigned textbook readings, you will write a brief reflection essay. The structure of the essay will be:

- Write about **three** concepts or ideas you learned from the textbook; explain the concepts.
- Write about **two** things that reinforced what you already know or furthered your knowledge of a particular topic; explain these concepts and what you already knew about them.
- Write about **one** concept that you think is most important from the textbook; explain why you think this concept is important for social workers to understand.
- For each section, be explicit about what you are writing about and where the concepts or ideas are located in the textbook. For instance, you might begin each paragraph as such, “The three concepts that

I learned from the textbook are X, Y, and Z. Concept X, discussed in Chapter 1 (pages 2 – 5) helped me better understand...

Please use headings in your paper to delineate what you are discussing.

Each reading reflection will cover 2 chapters of the textbook book. As such, be sure you discuss concepts from all chapters assigned.

Format: use of headings, clear language that links your writing with the concepts in the book, three paragraphs, a minimum of 250 words for each paragraph; double-spaced, Times New Roman, 12-point font. Check grammar, spelling, and sentence structure prior to submission. More details and a rubric are posted in Canvas.

**Discussion posts (20 points each @ 5 total = 100 points, Competencies 1 and 2)**

Due in the Canvas Discussion platform by Thursday at 11:59pm on the assigned date. You'll note that the course does not require weekly discussion posts. This is to allow time for you to integrate textbook and lecture materials into your reading reflections, documentary film analysis paper, and program plan.

The purpose of the discussion posts is to take what you are learning (from the textbook, your research for your film analysis paper, and the content I'm providing) and articulate your thoughts about the assigned topic to share with your classmates.

Every other week, I will post a mini-lecture, text, and multimedia to "bring to life" concepts described in the textbook. The mini-lectures and added content will be posted by Sunday evenings. Throughout the mini-lecture, you will find guidance and the expectations for your discussion post.

Your initial post should be a minimum of 400 words; along with your text, you are required to link your post to a news article, podcast, or other source that enhances and supports your narrative. Guidance and rubrics will be posted within the Canvas discussion board and mini-lecture.

**Discussion post responses (5 points each @ 10 total = 50 points, Competencies 1 and 2)**

Due in the Canvas discussion platform by Sunday at 11:59 pm.

The purpose of your response to your classmates' posts is to integrate what you think about a topic with what someone else is thinking about it. If you agree, then it is an opportunity for you to enhance what a classmate wrote; if you disagree, it's an opportunity for you to engage in a civil discussion about the points you disagree on.

Each week you will respond to a minimum of two classmates' posts. Your responses should go beyond, "I agree," "I never thought of that," and / or "I disagree" statements. You will build on the initial posts; some ideas include, (dis)agreeing and stating why you (dis)agree, adding your own thoughts and experiences to further the initial discussion post, etc. Here are some ideas to advance a discussion:

- Provide a comparison to the viewpoint or idea posted
- Provide a connection to the viewpoint or idea posted
- Provide a different point of view

Your posts should contain information that shows you engaged with the link (article, podcast, newscast, etc.) provided by your classmate. Your response posts should be a minimum of 300 words.

**Documentary film analysis (60 points, Competencies 2 and 4)**

**Due in Canvas by Sunday, November 8<sup>th</sup> at 11:59pm.**

The purpose of this assignment is to watch a documentary that explores one of the “at-risk” categories listed in the book (see chapters 6 – 10) and integrate concepts and content from the textbook.

You will write a 6 page (minimum and excluding the title and reference page) paper to include the following components (please use headings in your paper):

1. Title page this link provides the format and an example for the title page:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
2. Summary of the film (this should be half a page or so)
3. Reaction to the film (Agree or disagree with the premise? Did the film leave out key pieces of the issue?)
4. Concepts from the film to the content in chapters 1 and 2
5. Concepts from the film to content from chapters 3, 4, and 5
6. Concepts from the film to content from Part 3 of the textbook
7. 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 long.
8. Provide 4 references beyond the textbook; you will have minimum of 5 references so be sure to include the textbook in your reference list. These might include:
  - a. A research paper which analyzes a concept found in the film (e.g., youth suicide); you should have at least 1 reference like this.
  - b. A reputable newspaper article or newscast which highlights real-world experiences found in the film (please use this type of source only once)
  - c. A website that provides data or information around the topic(s) found in the film (CDC, Adolescent Health - <https://www.cdc.gov/nchs/fastats/adolescent-health.htm>; SAMHSA, Youth and Young Adults - <https://www.samhsa.gov/brss-tacs/recovery-support-tools/youth-young-adults>; HHS, Adolescent Mental Health - <https://www.hhs.gov/ash/oah/adolescent-development/mental-health/adolescent-mental-health-basics/index.html>); CDC, Youth Risk Behavior Survey - <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>); you will have at least 1 reference like this.
  - d. You’ll use the library to find research papers. Go here to start your search: <https://www.uwsp.edu/library/Pages/default.aspx>. Once you put in your search terms, you’ll narrow your search by clicking on “Show Only Peer-reviewed” and “Resource Type – Articles.” Then select your desired “Creation Date” to search for articles written within the last 10 years (maximum). Remember, this is a paper about a contemporary issue so be sure you’re including contemporary sources.
  - e. Use in-text citations, including when you reference the textbook. Whenever you write about an idea that is not your own, please reference your source in your paper. If you have questions about in-text citations, please see here: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html)
  - f. Provide a reference list in APA style; for guidance on writing an APA reference list see here: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/reference\\_list\\_basic\\_rules.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html)

\*Connect with me early on if you are struggling to find outside resources.

Within the first week to 10 days of class, you will have the opportunity to rank via survey which film you would like to analyze. I chose documentaries predominantly produced by PBS because it is a trusted source and easily accessible.

Toward the middle of the semester you will have the opportunity to engage in a small group discussion with others who analyzed the same documentary. These discussions will assist you with writing your paper and

allow you to hear what others thought about the documentary. I plan to create small groups of 4 to 5 students; as such, you may not get your first pick if there are not enough other students who chose your film.

### **Prevention / intervention program plan consultation (30 points, Competencies 1, 4, 5, and 8)**

The consultation (really, more like a conversation) will occur via Zoom sometime during **Week 11 (11/09 to 11/15) or Week 12 (11/16 to 11/22)**

You will schedule a preferred time to meet with me in Zoom via a link I will provide in Canvas. We'll schedule for 30 minutes but the conversation will probably take approximately 15-20 minutes. Some of the documentaries present intervention and prevention plans as part of the film; please use the content from Part 4 in the textbook to come up with an original idea for your plan.

The purpose of this assignment is to take content and concepts you learned from Module 3 (at-risk categories) and Module 4 (prevention, intervention, and treatment) and apply them to the issue(s) presented in the documentary film. You will have the opportunity to discuss with me your thoughts about these issues and the prevention and / or intervention plan you would implement as a social worker. Consultation with colleagues and supervisors occurs often in the social work profession, as well as other professions that work with children and youth. 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. I will provide feedback for you to use for your program plan presentation.

A template and ideas for how to prepare for this conversation with me will be provided in Canvas.

The final two weeks of class, the discussion posts will center around prevention and intervention program plans; as such, you will have the opportunity to hear how classmates in your small group integrated the material to develop their plan.

### **Prevention / intervention program plan presentation (60 points, Competencies 4, 5, and 8)**

Presentations of the program plan are **due in the Canvas discussion platform by Sunday, December 7<sup>th</sup>**

Based upon your work thus far, and feedback provided by me during your consultation, you will create a presentation which contains your ideas for 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.*

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 Chapter 11
5. How your program plan connects with Chapter 12, 13, and / or 14
6. Link your program plan and issues in the documentary with at least one social policy
7. 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. You will narrate your presentation so that others in your group can open your presentation and listen to your thoughts and ideas. If you are unsure of how to add narration to your presentation, be sure to check in with me early on. We can discuss and problem solve.

### **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.