SYLLABUS: Child, Family, & Youth Services   PSY 341 - ON
Faculty: Kyle Myers, MSW   Spring 2018 – Session II
Course Dates: 3/12/18 – 4/28/18

Instructor Information
        E-mail: kyle.myers@peace.edu
        Moodle Chat & Skype by appointment
        Office Hours in Person Available M/W 12 - 2PM, Flowe 313

Course Overview
Through this course you will become familiar with the scope and practice of services available for helping our society's children and families. We will explore the concepts and characteristics related to at-risk youth and examine agencies and programs directed toward changing situations and circumstances that endanger the future academic personal, and/or social success of children with this label. Finally, we will emphasize ethnic and cultural issues related to the practices of family and child welfare services, as well as referral and collaborative working procedures, intervention strategies, and prevention agencies.

Text and Materials

Downs, S.W., Moor, E., & McFadden, E.J. (2009). *Child welfare and family services: Policies and practice* (8th Ed.). Boston: Pearson Education, Inc.

Hobbs, J. (2014). *The short and tragic life of Robert Peace: A brilliant young man who left Newark for the Ivy League.* New York: Scribner.

Additional readings will be made available on Moodle.

Course Dates for Session II:
Week 1: 3/12 – 3/18
Week 2: 3/19 – 3/25
Week 3: 3/26 – 4/1
Week 4: 4/2 – 4/8 (Exam week)
Week 5: 4/9 – 4/15
Week 6: 4/16 – 4/22
Week 7: 4/23 – 4/28 (Exam week; ends on a Saturday)

Course Set –up:
PSY341 is a fully online course that requires the use of Moodle. If you have any problems accessing Moodle please contact *Dr. Lori McClaren, Director of Online Learning at 919-508-2367*. On average, students should expect to spend around 10-15 hours per week on an individual 3-credit course online course. To guide you through successful completion of the course, learning objectives, assigned readings, activities, and assignments and deadline dates will be clearly outlined in Moodle each week. The accelerated structure of this course means that we will be covering a lot of material quickly. There will likely be several concepts which students find challenging. There will be a **Help Forum** posted in Moodle where students can post questions about material that is not fully understood. Students are expected to actively participate in this class. You will benefit greatly by interacting with and learning from each other. Students are expected to check their WPU email and the Moodle course page several times a week.

Assessment & Grading
Final grades will be calculated using the total number of points accumulated from discussion board posts, assignments, and tests. These are summarized below.

Assignment	Points
Family Services Assignment 4 x 25pts each	100
Discussion Boards	100

Resilience Paper	100	
Midterm Exam	100	
Final Exam	100	
Total possible points	**500**	

Grades will be based on the following scale:
A – 90% of points
B – 80-89.9% of points
C – 70-79.9% of points
D – 60-69.9% of points
F – below 60% of points

Projected Topics & Assignments

Week	Dates	Topic	Assignments/ Exams
1	March 12 – March 18	Frameworks for Assessment & Poverty	McWhirter, Graybeal, Baumgartner Ch 2 **Family Services #1**
2	March 19 – March 25	Child Welfare	Ch 3 & Ch 4 **Family Services #2**
3	March 26 – April 1	Parenting, Violence	Moodle readings **Family Services #3**
4	April 2 – April 8	Abuse & Neglect	Ch 6 **Midterm Exam Week**
5	April 9 – April 15	Foster Care & Adoption	Ch 7 , 9 & 10 **Family Services #4**
6	April 16 – April 22	Courts & Delinquency	Ch 11 **Resilience Paper**
7	April 23 – April 28	Resiliency & Ethics	Ch 12 **Final Exam Week**

Discussion Board Posts and Responses
Each week, discussion prompts will be posted based on reading material or assigned online multimedia link. Students will be required to post a response to discussion board questions and give at least **two** responses to other students' posts per week (15 points per week). Discussion board posts and replies are graded on a 1 | 3 | 5 scale (graded for comprehensiveness,
reflection, links to additional content – see grading rubric under Course Documents for more detail). **Initial posts are due by Wednesday at midnight. Two replies are due by Sunday at midnight each week. Late posts will not be graded.**

Family Services Assignments
For these assignments, you will be assigned a family who is in need of social services geared toward children, families, and youth. Your work in this paper is to assess this family using a strengths based model and identify two social service organizations that will best address your family's issues and concerns. You will then access these services by contacting the agency or agencies providing them via website or phone and gathering information on the cost, availability, scope, limitations, and successes of these agencies.

The assignments with be completed in APA style, with sources cited in APA format as needed. Additional material will be provided in the class document section of Moodle.
These assignments are due by Sunday at midnight on the dates as noted on the syllabus. Each assignment is worth 25 points for a total of 100 points.

Resilience Paper
For this paper, you will need to read *The Short and Tragic Life of Robert Peace* as noted under text and materials. This book is available in paperback, ebook, and used copies.

For this assignment you will write a 4 – 5 page paper in APA style (cover & reference page) on resilience and the protagonist Robert Peace. Include a strengths assessment of Rob and include what characteristics in the research on resilience Rob possessed. Identify what in the research is thought to build resilience in children and connect this back to the book as well.

You may choose to discuss Rob's attitudes toward money, poverty, and class. In what ways did Rob seek to escape or fix the deprived circumstances of his upbringing? In what ways did he replicate or revert to the cycle of poverty?

You may choose to consider Rob's relationship to the drug trade, as both user and seller. How did marijuana affect his intellect, his emotions, and his relationships? Would an intervention have made a difference in the outcome of his life? (Retrieved from http://books.simonandschuster.com/The-Short-and-Tragic-Life-of-Robert-Peace/Jeff-Hobbs/9781476731919/reading_group_guide#rgg

The first ¾ of the paper is researched based on resiliency. You should include three peer reviewed, scholarly texts or journals. You should limit the use of the first person.

In the last ¼ of the paper, you may personally respond to the story. You may consider how do as professionals as well as citizens make a difference in the life of children who are working to overcome multilayered challenges?
Consider using this link for discussion questions that might interest you: Online Discussion Questions

Exams
The Midterm and Final exams are proctored. They are closed book and you will have 90 minutes to complete each. The exams are non cumulative, multiple choice with one essay. **Students are required to schedule an appointment for both proctored exams.** Click on the Proctoring Instructions link (under Course Documents) for details on how to set up your proctored exam or see link below. It is important to make your exam appointment early so you are sure there will time available when it's most convenient for you. Most proctoring options require at least 7 days' notice and you MUST also notify Dr. Lori McClaren a week in advance.

For more information on proctoring options, please see: http://www.peace.edu/files/wmpeace/proctoring-options.pdf

The midterm exam must be completed during Week 4 (April 2 – April 8).
The final exam must be completed during Week 7 (April 23 – April 28).

WPU Policy: Any student who fails both proctored exams will automatically fail the course regardless of the grades received on other assignments in the course. This policy is required for the continued accreditation of the online program. Please also note that it is WPU policy that extensions will not be granted due to scheduling errors and/or not adhering the proctoring guidelines.

Make-up or Late Exams & Assignments
In cases of emergency or other urgent extenuating circumstances, students may be allowed to make-up or submit an assignment late for full credit *as long as you contact Ms. Myers within 24 hours*. Cases will be judged individually and you must have very good justification. Make-up assignments may differ in content/form

to the original assessment and may contain more challenging material. There will be no make-ups on the Midterm or Final exam. For unexcused late assignments, the following penalties will apply:
- 1 day late: 10% reduction
- 2 days late: 20% reduction
- 3 days late: 30% will be given
After 3 days no assignments will be accepted

Problems During the Class
I strongly invite and encourage you to contact with me **early and often.** Leaving it until the end of the semester to address problems will not aid your learning or your progress in this course. Even if you do not experience problems in the class, I encourage you to contact me to discuss any questions that you have about the material. **Please feel free to email me with any questions or concerns – I usually respond to student emails within a few hours (and almost always within 24 hours, excluding weekends/holidays).**

Disability Services
Services are available for students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be registered with the office and provide appropriate documentation, in accordance with local, state, and federal laws, in order to receive an Academic Accommodation Plan. For more information or to register, contact *Nicole Davis, Director of Counseling and Disability Services at (919) 508-2163 or Nicole.Davis@peace.edu.* The Disability Services office is located on the 2nd Floor of Joyner House.

Honor Code
All students in this class will be held to the William Peace University Honor code. The William Peace University Honor code is as follows:
On my honor as a William Peace University student, I will not lie, cheat, or steal; nor will I condone the actions of those who do.

Assigning an "Incomplete" Grade
An Incomplete is appropriate for a student that has been making steady, successful progress in a course and has an unexpected, verifiable mitigating circumstance at the end of the semester which precludes them from completing the last assignment or exam. Poor time management is not an appropriate reason to request an Incomplete. All incomplete grade requests must be approved first by the Instructor, and then by the Director of Online Programs. If the Incomplete is approved the student will have up to six additional weeks to complete the work, as determined by the Instructor. If the student does not complete the final work, the Instructor will assign the appropriate letter grade for work completed or the grade will revert to an "F.

Plagiarism Policy
Plagiarism is theft; it is the *deliberate or accidental* use of a source's words, interpretation, or information *without properly quoting or paraphrasing and acknowledging that use*.

In both the professional world and the academic world, plagiarism is punished. In the professional world, charges of plagiarism, when proven, carry potentially enormous financial penalties.   In the academic world, universities and colleges punish plagiarism with varying degrees of severity, with the penalties ranging all the way from expulsion from the school, to automatic 'F' in the course, down to automatic 'F' on the particular project or paper.

There are only two ways to avoid plagiarism:
1. **Quote and Citation**: Use the source's *exact* words, place quotation marks at the beginning and end of them, and insert a citation immediately at the end of the quotation according to the standards of the discipline.

2. **Paraphrase and Citation**: Transform (paraphrase) the source's words and information *entirely* into your own style of writing, and insert a citation at the end of this paraphrase. If what you write still echoes the source's *words and style*, you have plagiarized. If you fail to insert a citation, you have plagiarized.