

SWK-S 305 Introduction to Child Protection (3 cr.)

Course Information

Semester Year: Spring 2017
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXXX
Office Hours: XXXXXXXXXX

Course Description

This course is designed to provide a comprehensive introduction to child abuse and neglect from psychological, social, cultural, legal, and economic perspectives. Social workers in all professional work settings must know how to identify child maltreatment and family violence. Students must also be able to practice without discrimination and with respect, knowledge, and skills related to the clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Students will learn the family dynamics and indicators of maltreatment and effective interventions at the micro, mezzo, and macro level, with an emphasis on strengths based, family-centered intervention strategies. Additionally, students will learn the extent of reported maltreatment of children, effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, how to advocate for individuals and families, and will be introduced to the concept of personal accountability for outcomes. This course will also introduce to students the values and ethics of the social work profession in the child welfare arena, specifically the right of children to appropriate care, to be free of abuse and neglect, and to grow up in a safe environment.

This course is available as an elective but is also the first of two specific course requirements for the child services certification available through public universities in Indiana and the Indiana Department of Child Services. These two courses include components of the Core Training curriculum for all new employees of the Department of Child Services.

Course Objectives

As a result of having completed the requirement of this course, the student will be able to:

- S305-01** Articulate family and societal factors at the micro, mezzo and macro levels that may contribute to child maltreatment.
- S305-02** Articulate state laws that define physical abuse, sexual abuse, neglect, dependency and child endangerment.
- S305-03** Identify the federal and state laws that delineate procedures and processes involved with physical abuse, sexual abuse, neglect, dependency and child endangerment.
- S305-04** Identify and describe family dynamics that may contribute to physical abuse, sexual abuse, neglect, dependency and child endangerment.
- S305-05** Articulate the service and ethical issues in child welfare when domestic violence and/or alcohol or other drug abuse are involved.
- S305-06** Discern the roles and evaluate the effectiveness of a multidisciplinary approach in child welfare.

- S305-07** Trace societal responses to child maltreatment from historical times through current legislation.
- S305-08** Articulate best practices in providing family centered child welfare services to families and children.
- S305-09** Distinguish socio-economic conditions that may contribute to child maltreatment.
- S305-10** Describe the impact of child maltreatment on child development and the potential implications for the family, as well as the child's future.
- S305-11** Describe the impact of separation and reunification on the parent, child and parent/child relationship.
- S305-12** Articulate and demonstrate skills needed for culturally competent child welfare practice.

Required Texts

Administration for Children, Youth and Families. (2003). *Child protection in families experiencing domestic violence*. Washington D.C.: U.S. Department of Health and Human Services. (will be provided)

Crosson-Tower, C. (2009). *Understanding child abuse and neglect* (8th ed.). Boston: Pearson

Required Readings

Abdulrehman, R.Y., & DeLuca, R.V. (2001). The implications of childhood sexual abuse and adult social behavior. *Journal of Family Violence*, 16(2), 193-203.

Beitchman, J.H., Zucker, K.J., Hood, J.E, DaCosta, G.A., Akman, D., & Cassavia, E. (1992). A review of the long-term effects of child sexual abuse. *Child Abuse and Neglect*, 16, 101-118.

Buel, S.M. (1999). Fifty obstacles to leaving, a.k.a., Why abuse victims stay. *The Colorado Lawyer*, 28(10), 19-28.

James, M. (1994). Domestic violence as a form of child abuse: Identification and prevention. In *Issues in child abuse prevention* (pp. 1 –17). Available at aifs.gov.au/nch/pubs/issues/issues2/issues2.html

Lesniak, L.P. (1993). Penetrating the conspiracy of silence: Identifying the family at risk for incest. *Family and Community Health*, 16(6), 66-75.

Nash, M.R., Zivney, O.A., & Hulsey, T. (1993). Characteristics of sexual abuse associated with greater psychological impairment among children. *Child Abuse and Neglect*, 17, 401-408.

Summit, R.C. (1983). The child sexual abuse accommodations syndrome. *Child Abuse and Neglect*, 7, 177-192.

Course Outline

Module 1

Dates:

Overview

- A. Intros
- B. Class Overview
- C. Group Norms
- D. Children as Property
- E. Child Labor
- F. Historical recognition of child abuse and neglect

Readings

1. Crosson-Tower (CT) Ch. 1. The Maltreatment of Children from a Historical Perspective
2. CT Ch. 16. The Social Worker and the System
3. CT Ch. 2. The Family: Roles, Responsibilities, and Rights
 - Definition of Family
 - Diversity and Families
 - Family Problems and Dysfunctions
 - The Family and Child Maltreatment
 - The Importance of Cultural Competence in Child Welfare

Module 2

Dates:

Readings

CT Ch3. Maltreatment and the Developing Child

- Developmental Stages
- Development, Maltreatment, and Resiliency

CT Ch 4. The Neglect of Children

- Definition of Neglect
- Causes of Neglect
- Problems in Intervention
- Indicators of Neglect
- Family Dynamics
- Medical Neglect
- Disabled Children

Module 3

Dates:

Readings

CT Ch. 5. The Physical Abuse of Children

- Definition of Abuse
- Causes of Abuse
- Risk Assessment
- Indicators of Abuse
- Family Dynamics
- Impact of Abuse on Child Behavior
- Conditions that Are Confused with Abuse

Module 4

Dates:

Overview

- A. Definition of Sexual Abuse
- B. Types of Abuses
- C. Indicators of Sexual Abuse

Readings

1. CT Ch. 6 The Sexual Abuse of Children
2. Beitchman, J.H., Zucker, K.J., Hood, J.E, DaCosta, G.A., Akman, D., & Cassavia, E. (1992). A review of the long-term effects of child sexual abuse. *Child Abuse and Neglect, 16*, 101-118.
3. Nash, M.R., Zivney, O.A. & Hulsey, T. (1993). Characteristics of sexual abuse associated with greater psychological impairment among children. *Child Abuse and Neglect, 17*, 401-408.
4. Summit, R.C. (1983). The child sexual abuse accommodations syndrome. *Child Abuse and Neglect, 7*, 177-192.

Recommended Reading:

1. Avery, L., Massat, C.R., & Lundy, M. (2000). Posttraumatic stress and mental health functioning of sexually abused children. *Child and Adolescent Social Work Journal, 17*(1), 19-34.

Module 5

Dates:

Overview

- A. Types of Incest
- B. Family Dynamics
- C. Dynamics of Abuse Outside the Family
- D. Pornography
- E. Prostitution
- F. Missing Children

Readings

1. CT Ch. 7 Incest Familial Abuse
2. CT Ch. 8 Extrafamilial Sexual Abuse, Misuse, and Exploitation

Module 6

Dates:

Readings

CT Ch. 9 Psychological Maltreatment of Children

- Definitions of Psychological Maltreatment
- Causes of Psychological Maltreatment
- Indicators of Psychological Maltreatment
- Family Dynamics

Module 7

Dates:

Overview

- A. Domestic Violence
- B. Cultural Issues in Assessment
- C. The Process
 - Reporting
 - Screening
 - Assessing Risk
 - Handling Emergencies
 - Interviewing Families
 - Interviewing Children

Readings

1. DHHS Publication “Child Protection in Families Experiencing Domestic Violence” pages 1-34.
2. Buel, S.M. (1999). Fifty obstacles to leaving, a.k.a., Why abuse victims stay. *The Colorado Lawyer*, 28(10),19-28.
3. James, M. (1994). Domestic violence as a form of child abuse: Identification and prevention. *Issues in Child Abuse Prevention*. 2 (pp. 1 –17).
4. CT Ch. 10. Intervention: Reporting and Investigation
5. Lesniak, L.P. (1993). Penetrating the conspiracy of silence: Identifying the family at risk for incest. *Family and Community Health*, 16(6), 66-75.

Module 8

Dates:

Overview

- A. Speaker

Readings

1. CT Ch. 11. Intervention: Case Management and Roles of Other Professionals
 - Complete Reporting and Investigation
 - Case Management Considerations
 - Multidisciplinary Approaches
 - Family Group Decision Making
 - Wraparound

Module 9

Dates:

Readings

CT Ch. 12 The Legal Response to Child Abuse and Neglect

- Legal Rights of Parents and Children
- Types of Court Interventions
- Juvenile Court

- Criminal Court
- Sex Offender Registration
- The Links Between Child Welfare and Juvenile Justice

CT Ch. 15- Foster Care as a Therapeutic Tool

- Impact of Separation
- Managing Multiple Transitions
- Essential Connections Exercise

Module 10

Dates:

Assignments

1. PRESENTATIONS and PAPER DUE

Module 11

Dates:

Readings

CT Ch. 17-Adults Abused as Children

- Adult Disclosure
- Residual Effects of Child Abuse and Neglect
- Long-term Effects of Domestic Violence
- Treatment with Adults Abused as Children

Abdulrehman, R.Y., & DeLuca, R.V. (2001). The implications of childhood sexual abuse and adult social behavior. *Journal of Family Violence*, 16(2), 193-203.

CT Ch. 18 Prevention

- Prevention Efforts in Schools
- Prevention Efforts with Families
- Models of Prevention
- Early Intervention
- Family Preservation

Module 12

Dates:

Overview

- A. Final Exam

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Mid Point Exam
 - a. DUE:date
 - b. Final Grade Percentage:25%
2. Final Exam
 - a. DUE:date
 - b. Final Grade Percentage:25%
3. Individual Paper
 - a. DUE:date
 - b. Final Grade Percentage:25%
4. Presentation
 - c. DUE:date
 - d. Final Grade Percentage:15%
5. Attendance
 - a. DUE:date
 - b. Final Grade Percentage:10%

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite

meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most BSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you **MUST** speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.