

**THE UNIVERSITY OF TEXAS AT AUSTIN**

**SCHOOL OF SOCIAL WORK**

**SOCIAL WORK PRACTICE WITH ABUSED AND NEGLECTED CHILDREN AND FAMILIES:**

**Fall 2014**

**Course and Unique Number: SW393U1 (GRAD) 63530  
SW360K (UNDERGRAD) 63155**

**Meeting Time/Place: Wednesdays, 5:30p.m. – 8:30p.m. /SSW 2.132**

**Instructors' Name: Lori Lewis-Conerly, MSW  
(512)554-3159(cell)  
[lorilconerly@mail.utexas.edu](mailto:lorilconerly@mail.utexas.edu)**

**Office Number: SSW 3.104**

**Office Hours: Availability by appointment: Wednesdays  
5:00p.m. – 5:30p.m.  
8:30p.m. – 9:00p.m.**

**I. Course Description**

This course examine from a variety of theoretical frameworks the factors, indicators, and dynamics associated with child maltreatment, including physical abuse, assessment orientation, with a child-focused, family-centered strengths approach. Prevention, practice, policy and research issues will be critically assessed. Child maltreatment will be examined within its relationship to other social welfare problems. The course will explore indicators of populations at risk of being victims of abuse and neglect, as well as those at risk of abusing or neglecting their children. Particular attention will be given to understanding the service delivery system involved in developing the health and well-being of maltreated children and their families, including investigation of allegations, risk assessment, emergency shelter services, family safety services, out of allegations, risk assessment, emergency shelter services, family safety services, out of home placement, foster care and kinship care, and adoption. The role of the legal system will be explored as well. Controversial issues in child welfare will be discussed within the framework of the values of the social work profession.

This course is a cross-listed practice elective. Social work students are given priority for course registration, while students from other disciplines are admitted with permission of the instructor. This course does build on the liberal arts perspective. No other prerequisites are required. Issues related to social injustice and cultural diversity will be addressed in micro, mezzo, and macro level assignments, course readings and special topics designated in the course schedule of this syllabus.

## **II. Course Objectives**

The course objectives include the ability of the student to:

1. Understand the social context of abuse and neglect of children through a historical overview of child maltreatment.
2. Demonstrate self-awareness of personal beliefs, values, and attitudes about child abuse and neglect through examination of ethical dilemmas and their impact on practice, service, and clients.
3. Demonstrate understanding, affirmation, and respect for persons from different backgrounds, including age, gender, race, ethnicity, culture, class, religious belief or spirituality, family structure, sexual orientation, physical or mental ability, national origin, or other issues of diversity related to child abuse and neglect.
4. Apply varied theoretical approaches in assessing factors, indicators, and dynamics associated with child maltreatment.
5. Identify the impact of abuse and neglect on the physical, intellectual, psychosocial and moral development of the child.
6. Understand and apply risk assessment skills to the service stages of child protection.
7. Critically assess policy, practice, and research issues that focus on culturally relevant prevention and intervention in child maltreatment.
8. Understand social and economic justice issues relating to child maltreatment and its relationship to other social welfare problems including juvenile crime, substance abuse, domestic violence, poverty, as well as developing an awareness of the global interconnections of violence and oppression.
9. Understand the complex array of social services provided to abused children and their families in order to promote healthy families and well-being, as well as an understanding of the process and services provided when out of home placement is in the best interest of the child's safety, health and well-being.

## **III. Teaching Methods**

This is a very experiential class. A variety of teaching methods will be used including lecture, discussion, guest speakers, exercises, video materials, a field visit and student presentations.

Laptops will not be needed in class nor are they allowed.

## **IV. Required Text and Materials**

Crosson-Tower, C. (2010). *Understanding child abuse and neglect* (8<sup>th</sup> ed.). Boston: Allyn and Bacon.  
**(Required)**

**Any additional readings will be provided in class or via e-mail.**

**Blackboard:** Grades will be posted on blackboard.

Students will choose an additional book to read for the Book Reflection Paper, from those listed below.

Crosson-Tower, C. (2003). *From the eye of the storm: The experiences of a child welfare worker*. Boston: Allyn & Bacon.

Perry, B. (2006). *The boy who was raised as a dog; And other stories from a child psychiatrist's notebook*. New York: Basic Books

## V. Course Requirements

<u>Due Dates</u>	<u>Assignments</u>	<u>Possible Points</u>
10/1/14	Agency Reflection Paper	75
10/8/14	Exam I	100
11/5/14	Book Reflection Paper	100
11/19/14 & 12/3/14	Group Project	100
12/3/14	Exam II	100
Ongoing	Professional Accountability	25
	<b>Total:</b>	500

## Grading

### Grade Ranges Corresponding to Letter Grades

94.0 and Above	A+
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## Examinations

Two examinations based on readings, lectures, speakers, discussions and class activities will be given in the course. One exam will be given in class and the other a take-home exam as scheduled on the course outline. Questions can include a variety of testing strategies, but will primarily consist of short answer questions and case scenario assessments. You will be allowed 70 minutes for exam one.

## Group Project

This assignment gives the student the opportunity to conduct further research on a critical child welfare issue. Working in a small group, you will make a presentation in class on your issue **to include associated policy and practice implications within the child welfare system**. Grading will also be based on the group's ability to determine and include the major points and research on their assigned topic, as they relate to child abuse and neglect, in a **concise 30 minute presentation**.

Each group member is expected to participate in the oral presentation. If a power point presentation and/or hand-outs are used and copies are requested, said power point **must be** e-mailed to the instructor the day of the presentation, by 12p.m. If you use a dark background, send the instructor a version with a light background for printing. A bibliography is required. **Group members will be required to wear professional clothing during their presentation.**

Due on the day of the presentation, each group member will prepare a brief type-written statement outlining their contributions to the project along with an evaluation of each group member. This rating will be factored into grading. It may be helpful for each member of the group to maintain a log to document their efforts throughout the semester. Be sure to include details of your assignment. **Contributions and rating must be turned in during class.....no e-mails will be accepted for this part of the assignment.**

This assignment is worth 100 points (*grading rubric will be provided*). The dates for the presentations are noted below in the course schedule. As time allows, class time will be set aside for groups to meet. This **is not** intended to be the only opportunity for your group to meet; the expectation is that your group will arrange additional meetings outside of class.

## **Group Presentation Topics**

1. Poverty, Neglect & Child Maltreatment
2. Domestic Violence and Child Maltreatment
3. Alcohol, Substance Abuse & Child Maltreatment
4. Mental Health & Child Maltreatment
5. Safety & Risk Assessment

## Agency Reflection Paper

This is a **two- page paper (double-spaced)** reflecting your observations and opinions of what you saw and heard during the field visit. **Note::::full 2 pages**...anything less will result in a deduction of points. Points will also be deducted for anything more than 2 pages (excluding title page).

## Book Reflection Paper

No less than five and no more than a six page (excluding title page) paper, regarding the book you read. Points will be deducted for anything less than five or more than six pages.

This paper will give the student the opportunity to reflect on their observations, feelings and experiences relating to this reading. Your paper should also connect to the material presented and discussed in class.

**Students are expected to produce high quality work in terms of appearance, writing style, and content. POINTS will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information and failure to include all the required information as listed in the format.**

Papers and assignments can be submitted in hard copy during class or by e-mail. If you choose to submit electronically, any computer error or operator error including an omission to attach the paper, **is not the responsibility of the instructor**. Papers/assignments are considered “received” based on the time of the e-mail with an attached paper. If you do not receive a response, assume it was not received.

*Late papers and assignments will be penalized **5pts.** for each calendar day they are late.*

*A paper or assignment is late if not received by 5:30p.m. on the date the paper or assignment is due.*

*If not received by 5:30p.m., the next day it is considered two days late etc.*

## Careers in CPS

This assignment is voluntary and will not be discussed until the last class is dismissed on the last class day. Those students who are interested would need to remain in class after dismissal. This assignment allows the student the opportunity to become familiar with Texas Child Protective Service (CPS) website and the many careers available in CPS. You will need to visit this site and determine how to apply for positions. Print a job description from the DFPS web site for a position you might be interested in and turn it in by the last class. This is due the last class, but this may be turned-in early. You may need to check the postings early in the semester to find a position that you are interested in. <http://www.dfps.state.tx.us>

## Professional Accountability

Students are expected to follow the Standards for Social Work Education. This is worth 25 points of your final grade. This includes behavior and consistent participation in class discussions and attendance.

These standards can be found at: <http://www.utexas.edu/ssw/dl/files/academic-programs/other/standards-sw-education.pdf>

The full 25 points will be awarded to students who consistently attend, participate in class and contribute positively to the functioning of the class. **Absence from more than two classes will result in the loss of all of these points, unless the instructor has been notified in advance of an emergency or an illness for which verification has been received.**

### VIII. Class Policies

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT IN CLASS.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the

University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

**USE OF CLASS MATERIALS.** The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**CLASSROOM CIVILITY.** A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and

activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**VII. Course Schedule**

There may be adjustments to the schedule to accommodate the schedules of guest speakers.

<u>Date</u>	<u>Description</u>	<u>Readings</u>
<p style="text-align: center;">August 27<sup>th</sup></p> <p style="text-align: center;">Class 1</p> <ul style="list-style-type: none"> <li>• Show the CPS video</li> <li>• Introduce self: CPS experience &amp; CWEC, disclosure</li> <li>• Class introductions</li> <li>• CPS Articles</li> <li>• Many aspects of CPS/services/where do you find your place</li> <li>• Course overview/syllabus</li> <li>• Not a treatment course</li> <li>• Warning of sensitive content/personal issues that may surface, etc.</li> </ul>	<p>Course Overview</p> <p>Introduction to Child Welfare &amp; the Child Protection System</p> <p>Child Welfare Values</p> <p>Child &amp; Parent’s Rights</p> <p>Historical Perspective of Child Maltreatment</p> <p>Cultural Diversity</p>	<p>Berry, M., Charleston, R., Dawson, K. (2003) Promising practices in understanding and treating child neglect. <i>Child &amp; Family Social Work</i>, 8, pp13-24</p> <p>Crosson-Tower, The Maltreatment of Children from a Historical perspective, Ch.1, pp. 1-22.</p> <p>Crosson-Tower, Minority Family Systems, Ch.2, pp 29- 38.</p>



<p>September 3<sup>rd</sup></p> <p>Class 2</p> <p><b>Select Groups and Group Presentation Topic</b></p>	<p>Physical Abuse of Children</p> <p>Emotional Abuse</p>	<p>Crosson-Tower, The Physical abuse of children, Ch. 5, pp. 96-117.</p> <p>Crosson-Tower, The Psychological Maltreatment of Children, Ch.9, pp. 215-223</p>
<p>September 10<sup>th</sup></p> <p>Class 3</p>	<p>Neglectful Supervision, Physical Neglect, Abandonment, Refusal to Accept Parental Responsibility</p> <p>Treatment Issues for Neglect</p> <p>Sexual Abuse</p>	<p>Crosson-Tower, The Neglect of Children, Ch.4, pp.67-93</p> <p>Crosson-Tower, The Sexual Abuse of Children, Ch. 6, pp. 121-147</p> <p>Crosson-Tower, Incest: Familial Abuse, Ch.7, pp. 152-178</p>
<p>September 17<sup>th</sup></p> <p>Class 4</p>	<p><b>Field Visit to:</b></p> <p><b>Austin Children’s Shelter</b></p> <p><b>Emergency/long term residential care/counseling services</b></p>	<p>6p.m. 4800 Manor Road Austin, Texas</p> <p>Sheerin Hall, LMSW Director, Therapeutic Services</p>
<p>September 24<sup>th</sup></p> <p>Class 5</p>	<p><b>Professional Panel</b></p>	<p><b>Speaker:</b></p> <p>Domestic Violence Survivors</p> <p>BACA (Bikers Against Child Abuse)</p>
<p>October 1<sup>st</sup></p> <p>Class 6</p>	<p><b>Effects of Maltreatment &amp; Trauma Pt. 1 : The Healing Neen</b></p> <p>Stages of Service &amp; Child Safety</p> <p>Intake, Investigation, Reporting, Family-Based Safety Services, Sub-care/Conservatorship, Adoption,</p> <p>Disproportionality</p> <p><b>*Agency Reflection paper due</b></p>	<p>Crosson-Tower, Intervention: Reporting and Investigation, Ch. 10, pp.221-254.</p>
<p>October 8<sup>th</sup></p> <p>Class 7</p>	<p><b>Exam I &amp; Group Work</b></p>	

<p>October 15<sup>th</sup> Class 8</p>	<p>Effects of Maltreatment &amp; Trauma on Child Development Pt. 2  Resiliency</p>	<p>Crosson-Tower, Maltreatment and the Developing Child, Ch. 3, pp. 47-65.  <b>Speaker: Michael Greenwood</b> Family Therapist</p>
<p>October 22<sup>nd</sup> Class 9</p>	<p>Investigations/Family Based Safety Services/Conservatorship/  Foster &amp; Adoptive Services/  Permanency &amp; Child Placement  Permanency &amp; Concurrent Planning, Service Planning</p>	<p>Crosson-Tower, Foster Care as a Therapeutic Tool, Ch. 16, pp 351-359.</p>
<p>October 29<sup>th</sup> Class 10</p>	<p>Working w/ the Child &amp; Family  Kinship, Family Group Decision Making, Reunification, Visitation, Services, Assessment &amp; Treatment</p>	<p><b>Speakers:</b> CPS Panel  Tanya Rollins, Disproportionality Family Group Decision Making  CASA of Travis County  Crosson-Tower, Treatment: Physical Abuse &amp; Neglect, Ch.13, pp 297 –321</p>
<p>November 5<sup>th</sup> Class 11</p>	<p>Motivating CPS Families  Youth Exiting Foster Care System  <b>Adoption of Children from CPS</b>  Placements, Foster Care, Adoption, Child Placing Agencies  <i>*Book Reflection Paper due</i></p>	<p><b>Speakers:</b> Fatherhood &amp; Parent Program Specialist</p>
<p>November 12<sup>th</sup> Class 12</p>	<p>Transitional Living Services  Texas Adoption &amp; Resource Exchange (TARE)</p>	<p><b>Speakers:</b>  Zanell Dorsey, Foster Parent Recruiter/Special Projects  Foster Youth Alumni</p>
<p>November 19<sup>th</sup></p>	<p><b>Group Presentations Begin:</b></p>	

Class 13	<i>#1 Poverty, Neglect &amp; Child Maltreatment</i> <i>#2 Domestic Violence &amp; Child Maltreatment</i> <i>#3 Alcohol, Substance Abuse &amp; Child Maltreatment</i>	Take Home Exam Provided
December 3 <sup>rd</sup>	Course-Instructor Surveys <b><i>Final Exam</i></b>	
Class 14	<i>#4 Mental Health &amp; Child Maltreatment</i> <i>#5 Safety &amp; Risk Assessments</i>	

### VIII. Bibliography

Berry, M., Charleston, R., Dawson, K. (2003) Promising practices in understanding and treating child neglect. *Child & Family Social Work*, 8, pp13-24.

Crosson-Tower, C. (2005). *Understanding child abuse and neglect* (7<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Data Book (2012). Texas Department of Family and Protective Services.

*Deliberate Information Gathering*. (November 2006). Retrieved May 2011 from Action for Protection web site.

[http://www.actionchildprotection.org/PDF/Nov2006\\_Deliberate\\_Information\\_Gathering.pdf](http://www.actionchildprotection.org/PDF/Nov2006_Deliberate_Information_Gathering.pdf)

Helpful websites:

<http://www.dfps.state.tx.us>

<http://www.capitol.state.tx.us/>

<http://sswnt7.sowo.unc.edu/fcrp/Cspn/cspn.htm>

<http://www.childwelfare.gov/>

<http://www.cwla.org/>

<http://www.aecf.org/kidscount/>

<http://nccanch.acf.hhs.gov/>

<http://www.childtrends.org>

<http://www.actionforchildprotection.org>

[www.texprotects.org](http://www.texprotects.org)