

THE UNIVERSITY OF TEXAS AT AUSTIN

SCHOOL OF SOCIAL WORK

SOCIAL WORK PRACTICE WITH ABUSED AND NEGLECTED CHILDREN AND FAMILIES:

Spring 2013

**Course and Unique Number: SW393U1 (GRAD) 63655
SW360K (UNDERGRAD) 63365**

Meeting Time/Place: Mondays, 5:30p.m. – 8:30p.m. /SSW 2.122

**Instructors' Name: Lori Lewis-Conerly, MSW
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Office Number: SSW 3.104A

**Office Hours: Availability by appointment: Mondays
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* (8th ed.). Boston: Allyn and Bacon.
(required)

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>
4/4/13	Exam I	25
2/25/13	Agency Reflection Paper	5
4/15/13 – 4/29/13	Group Presentation	15
4/8/13	Book Reflection Paper	15
4/29/13	Exam II	30
Ongoing	Professional Accountability	10
	Total:	100

Grading

Letter grades for the course will follow this distribution:

GRADUATE GRADING SCALE

100 – 94 = A

93 – 90 = A-

89 – 87 = B+

86 – 84 = B

83 – 80 = B-

79 – 77 = C+

76 – 74 = C

73 – 70 = C- (Class failed/no credit: 73 and below)

69 – 67 = D+

66 – 64 = D

63 – 60 = D-

59 and below = F

Examinations

Two examinations based on readings, lectures, speakers, discussions and class activities will be given in the course. Exam I will be given in class as scheduled on the course outline. Questions can include a variety of testing strategies (still researching best methods). You will be allowed 70 minutes for Exam I, beginning at 5:45p.m.

Exam II is a take-home exam. This exam will consist of short answer and essay questions. Each exam will be worth 30 points.

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 and 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 has to 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.**

Each member of the group will prepare a brief type-written statement outlining their contributions to the project. 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.

Also, due the day of the presentation, each member of the group will turn-in an evaluation for each of the other members of the group. This rating will be factored into grading. This assignment is worth 15 points. The dates for the presentations will begin April 15th and are scheduled through April 29th. Some class time will be set aside for groups to meet, as time allows. This is only one opportunity for your group to meet; the expectation is that your group will arrange additional meetings outside of class.

For instructor: Powerpoint handout w/ bibliography – Type written statement outlining contributions – Evaluation of each team member

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. Assessing Safety & Risk
6. Foster Parent Recruitment & Adoptions

Agency Reflection Paper 10/25/11 5 points

A two- page paper regarding the field visit. This paper should consist of your observations and opinions of what you saw and heard. The format will be handed-out in class. (no more than 2 pages)

Book Reflection Paper 11/22/11 15 points

A six to seven page paper, regarding the book you read. This paper will give the student the opportunity to reflect on their observations, feelings and experiences relating to this reading. The format will be handed-out in class. (no more than 7 pages)

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 to lorilconerly@mail.utexas.edu. 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, assignments and exam II will be penalized for each calendar day they are late. A paper, assignment or exam not received by 5:30p.m. On the date due is considered one day late. If not received by 5:30p.m., the next day it is considered two days late etc. **Late penalties are 1 point off for each day the assignment is late.**

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>

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 like 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 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://www.utexas.edu/depts/dos/sjs/>).

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/>.

Professional Accountability in the classroom will follow the Standards for Social Work Education. This is worth 5 points of your final grade. This includes professional behavior and consistent participation in class discussions.

These standards can be found at: <http://www.utexas.edu/ssw/aa/forms/resources/standards.doc>

The full 10 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.

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>January 14th</p> <p>Class 1</p>	<p>Course Overview</p> <p>Introduction to Child Welfare & the Child Protection System</p> <p>Child Welfare Values</p> <p>Child & Parent’s Rights</p> <p>Historical Perspective of Child Maltreatment</p> <p>Cultural Diversity</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>January 28th</p> <p>Class 2</p> <p><i>Select Groups and Group Presentation Topic</i></p>	<p>Texas Family Code & the Legal System</p> <p>Physical Abuse of Children</p> <p>Emotional Abuse</p>	<p>Definitions of child abuse & neglect in TX</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>February 4th</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>Berry, Promising Practices in Understanding & Treating Child Neglect, pp. 13-22</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>February 11th</p> <p>Class 4</p>	<p><u>Field Visit to:</u></p> <p>Austin Children’s Shelter Emergency/long term residential care/counseling services</p>	<p>6p.m. 4800 Manor Road Austin, Texas</p> <p>% Sheerin Hall, LMSW Director of Therapeutic Services</p>
<p>February 18th</p> <p>Class 5</p>	<p><u>Speaker:</u></p> <p>CASA of Travis County</p> <p>Speaker: Diana M. Martinez</p> <p>Director of Public Policy and Education, TexProtects, The Texas Association for the Protection of Children</p>	
<p>February 25th</p> <p>Class 6</p>	<p>Effects of Maltreatment & Trauma Pt. 1 : The Healing Neen</p> <p>Stages of Service & Child Safety</p> <p>Intake, Investigation, Reporting, Family-Based Safety Services, Sub-care/Conservatorship, Adoption,</p> <p>Disproportionality</p> <p>*Agency Reflection paper due</p>	<p>Crosson-Tower, Intervention: Reporting and Investigation, Ch. 10, pp.226-254.</p>
<p>March 4th</p> <p>Class 7</p>	<p>Exam I & Group Work</p>	
<p>March 18th</p> <p>Class 8</p>	<p>Effects of Maltreatment & Trauma on Child Development Pt. 2</p>	<p>Crosson-Tower, Maltreatment and the Developing Child, Ch. 3, pp. 47-65.</p>

	<p>Resiliency</p> <p>Speaker:</p> <p>Family Therapist</p>	
<p>March 25th</p> <p>Class 9</p>	<p>Speakers: CPS Panel</p> <p>Investigations/Family Based Safety Services/Conservatorship/ Foster & Adoptive Services/ Permanency & Child Placement Permanency & Concurrent Planning, Service Planning Placements, Foster Care, Adoption, Child Placing Agencies, Working w/ the Child & Family</p>	<p>Crosson-Tower, Foster Care as a Therapeutic Tool, Ch 15, pp 351-359.</p>
<p>April 1st</p> <p>Class 10</p>	<p>Kinship, Family Group Decision Making, Reunification, Visitation, Services, Assessment & Treatment</p> <p>Solution Focused Interviewing of CPS Clients</p> <p>Motivating CPS Families</p> <p>Speakers: Parent Program Specialist Family Group Decision Making Specialist Fatherhood Specialist</p>	<p>Family Group Decision Making Policy</p> <p>Crosson-Tower, Treatment: Physical Abuse & Neglect, Ch.13, pp 297 –321</p>
<p>April 8th</p> <p>Class 11</p>	<p>Youth Exiting Foster Care System</p> <p>Adoption of Children from CPS</p>	<p>Preparing for Adult Living Policy</p>

	<p>Transitional Living Services</p> <p>Speakers: Courtney Jones, CPS ETV Specialist</p> <p>Texas Adoption & Resource Exchange (TARE)</p> <p>*Book Reflection Paper due</p>	
<p>April 15th</p> <p>Class 12</p>	<p>Group Presentations Begin:</p> <p><i>#1 Poverty, Neglect & Child Maltreatment</i></p> <p><i>#2 Domestic Violence & Child Maltreatment</i></p> <p>Take-home exam distributed</p>	
<p>April 22nd</p> <p>Class 13</p>	<p><i>#3 Alcohol, Substance Abuse & Child Maltreatment</i></p> <p><i>#4 Mental Health & Child Maltreatment</i></p>	
<p>April 29th</p> <p>Class 14</p>	<p><i>#5 Assessing Safety & Risk / Family Engagement in Child Welfare</i></p> <p><i>#6 Foster Parent Recruitment, Retention & Adoptions</i></p> <p>Course-Instructor Surveys</p> <p>Careers in CPS</p> <p>Take-home exam due</p>	

VIII. Bibliography

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

- Corcoran, J. (1999). Solution focused interviewing with child protective services clients. *Child Welfare*, LXXVIII(4), 461-478.
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- Merdinger, J.M., Hines, A.M., Osterling, K.L., Wyatt, P. (2005). Pathways to college for former foster youth., *Child Welfare*, LXXXIV(6), 867 – 896.
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- Winton, M.A., Mara, BA. (2000). *Child abuse and neglect: Multidisciplinary approaches*., Boston, MA: Allyn and Bacon.

Zielinski, D.S., Bradshaw, C.P. (2006). Ecological influences on the sequelae of child maltreatment: A review of the literature. *Child Maltreatment*, 11(1), 49-62.

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

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://sswt7.sowo.unc.edu/fcrp/Cspn/cspn.htm>

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

<http://www.financeprojectinfo.org/WIN/default.asp>

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

http://www.hhs.state.tx.us/news/reports/CPS_Implementation_Plan.shtml <http://www.naswtx.org/>

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

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

<http://www.americanhumane.org/site/PageServer>

<http://www.aacap.org/publications/factsfam/rspdabus.htm> <http://www.casey.org>

<http://www.childtrends.org>

<http://www.actionforchildprotection.org>