I. Course Description
This course examines 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 with in 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


Reserve Readings listed on the class schedule can be found on Blackboard
“Not-required” readings are also included in reserve readings. These are provided to enrich the learning experience of undergraduate students and they are encouraged to read them. Graduate students are required to do these readings and exam questions for graduate students may come from these readings.

Grades will be posted on blackboard.

Students will choose an additional book to read for the Book Reflection Paper, from those listed below. Let me know by 6/27/11 or earlier, the title of the book you are planning to read. A place to record your choice will be provided in class.


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

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Assignments</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/22/11</td>
<td>Agency Reflection Paper</td>
<td>5</td>
</tr>
<tr>
<td>6/29/11</td>
<td>Exam I</td>
<td>25</td>
</tr>
<tr>
<td>7/13/11</td>
<td>Book Reflection Paper</td>
<td>15</td>
</tr>
<tr>
<td>7/25/11</td>
<td>Group Presentation</td>
<td>15</td>
</tr>
<tr>
<td>7/28/11</td>
<td>Exam II</td>
<td>30</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Professional Accountability</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total:** 100

Grading

Letter grades for the course will follow this distribution:

**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-
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. The exams are take-home exams. They will be distributed the end of one class and due the beginning of the next class. The exams will be distributed and due as reflected on the course schedule. These exams may consist of multiple choice, fill-in-the-blank, short answer, true/false and essay questions. Exam I will be worth 25 points and Exam II 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 20 minute presentation for groups of two and 30 minutes for groups of three**. Do not spend more that two minutes on material already covered in class. You can refer to it.

Each group member is expected to participate in the oral presentation. If a Power point presentation and/or hand-outs are used, they should be E-mailed to the instructor the day of the presentation so that class copies can be made. 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 date for the presentations is reflected in the course schedule. Groups will be required to meet outside of class.

**Group Presentation Topics**
1. Poverty & Child Maltreatment
2. Domestic Violence & Child Maltreatment
3. Alcohol, Substance Abuse & Child Maltreatment
4. Child Abuse Prevention
Field Visit Reflection Paper  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.

Book Reflection Paper  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.

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 cmj1230@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 exams will be penalized for each calendar day they are late. A paper, assignment or exam not received by 8:30 a.m. on the date due is considered one day late. If not received by 8:30 a.m. the next day they are 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 the State’s Child Protective Service (CPS) web site and the many careers available in CPS. You will need to visit this site and determine what positions you are interested in. 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 10 points of your final grade. This includes professional behavior, class attendance 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 and 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 class of an emergency or an illness for which verification is received.**

**VII. Course Schedule**
There may be adjustments to the schedule to accommodate the schedules of guest speakers.
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Readings</th>
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</thead>
</table>
| June 6<sup>th</sup>  
Class 1 | Course Overview  
Select groups & group presentation topics  
Texas Family Code & the Legal System |                                                                           |
| June 8<sup>th</sup>  
Class 2 | Introduction to Child Welfare & the Child Protection System  
Child Welfare Values  
Child & Parent’s Rights  
Historical Perspective of Child Maltreatment  
Crosson-Tower, The Maltreatment of Children from a Historical perspective, Ch.1, pp. 1-22.  
Crosson-Tower, Minority Family Systems, Ch.2, pp 29- 38. |
| June 13<sup>th</sup>  
Class 3 | Neglectful Supervision, Physical Neglect, Abandonment, Refusal to Accept Parental Responsibility  
Treatment Issues for Neglect  
**Speaker:** Laura Vancerslice, LCSW  
Therapist/Supervisor, Scarborough Cottage Settlement Home | Crosson-Tower, The Neglect of Children, Ch. 4, pp. 67-93  
Berry, Promising Practices in Understanding & Treating Child Neglect, pp13 – 22 |
| June 15<sup>th</sup>  
Class 4 | Field Visit to: Settlement Home  
Residential Treatment | 8:45 am, 1600 Payton Gin Road, Austin, TX  
% Linda Addicks Kokemor |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>June 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Physical Abuse, Emotional Abuse</td>
<td>Crosson-Tower, The Physical abuse of children, Ch. 5, pp. 96-118.</td>
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<tr>
<td></td>
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<td>Reider et.al, Studies in the Assessment of Parenting, Significant Dimensions of Harm to a Child, Ch.5, pp. 90-104.</td>
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<td>Crosson-Tower, The Psychological Maltreatment of Children, Ch.9, pp. 211-219</td>
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<td></td>
<td></td>
<td>Fontes, Child Abuse &amp; Culture: Working with Diverse Families, pp108 – 134 (not required for undergraduates)</td>
</tr>
<tr>
<td>June 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Sexual Abuse</td>
<td>Crosson-Tower, The Sexual abuse of children, Ch. 6, pp. 122-148.</td>
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<tr>
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<td>Crosson-Tower, Incest: Familial Abuse, Ch. 7, pp. 152-177.</td>
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<td>Fontes, Cultural Aspects of Shame in Child Sexual Abuse, pp139 – 151 (not required for undergraduates)</td>
</tr>
<tr>
<td>June 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Gay and Transracial Adoption, Children in Foster Care</td>
<td>Center, Foster Care &amp; Adoption Services Physical Abuse of Children</td>
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<tr>
<td>Date</td>
<td>Class</td>
<td>Topic</td>
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<tr>
<td>June 29th</td>
<td>8</td>
<td>Stages of Service &amp; Child Safety</td>
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<td></td>
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<td>Intake, Investigation, Reporting, Family Based Safety Services, Sub-care/Conservatorship, Adoption, Risk Assessment, Disproportionality</td>
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<tr>
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<td><strong>Speaker: Jane Burstain</strong>, Senior Policy Analyst, Center for Public Priorities</td>
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<td><strong>Exam I Due</strong></td>
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<tr>
<td>July 6th</td>
<td>9</td>
<td>Permanency &amp; Child Placement</td>
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<td>Permanency &amp; Concurrent Planning, Service Planning Placements, Foster Care, Adoption, Child Placing Agencies</td>
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<td><strong>Speaker: CASA Supervisor</strong></td>
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<tr>
<td>July 11th</td>
<td>10</td>
<td>Maltreatment and Child Development or Effects of Trauma</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Resource</td>
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<td></td>
<td>Speaker: Dr. Stephen Terrell</td>
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<tr>
<td></td>
<td>Family therapist, trauma &amp; attachment expert &amp; adoptive parent</td>
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<tr>
<td>Class 11</td>
<td>Working with the Child &amp; Family</td>
<td>Winston, Child Abuse &amp; Neglect: Multidisciplinary Approaches, Ch 9 Treatment, pp161 -195</td>
</tr>
<tr>
<td></td>
<td>Kinship, Family Group Decision Making, Reunification, Visitation,</td>
<td>Family Group Decision Making Policy</td>
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<td></td>
<td>Services, Assessment &amp; Treatment</td>
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<td></td>
<td>Speakers: Deshaun Ealoms, Parent Program Specialist</td>
<td>Private Family Time: Heart of Family Group Conferencing (not required for undergraduates)</td>
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<td></td>
<td>Lori Lewis-Connerly, FBSS Specialist</td>
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<td></td>
<td>Kenneth Thompson, Parent Program Specialist</td>
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<td></td>
<td>Ellen Letts, FGDM &amp; Kinship Specialist</td>
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<td>*Book Reflection Paper due</td>
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<tr>
<td>July 18th</td>
<td>Youth Exiting the Foster Care System</td>
<td>Keeping the Family Tree Intact Through Kinship Care (not required for undergraduates)</td>
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<tr>
<td>Class 12</td>
<td>Prepartion for Adult Living Policy</td>
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<tr>
<td></td>
<td>Crosson-Tower, Treatment: Physical Abuse &amp; Neglect, Ch.13, pp 289–313</td>
<td></td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Speaker/Reference</td>
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<tr>
<td>July 20th</td>
<td>Adoption of Children from CPS, Course-Instructor Surveys</td>
<td>Downs, et al., Adoption of Children with Special Needs, pp. 385-401</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fahlberg, Attachment &amp; Bonding…19-65.</td>
</tr>
<tr>
<td>July 25th</td>
<td>Group Presentations: #1 Poverty &amp; Child Maltreatment, #2 Domestic Violence &amp; Child Maltreatment, #3 Alcohol, Substance Abuse &amp; Child Maltreatment, #4 Child Abuse Prevention</td>
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<td>Take-home exam distributed</td>
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<td></td>
<td>Careers in CPS</td>
</tr>
<tr>
<td>July 28th</td>
<td>Take-home exam due</td>
<td></td>
</tr>
</tbody>
</table>

**VIII. Bibliography**


National Adoption Information Clearing House (2007). Keeping the family tree intact through kinshipCare. Rockville, MD.


Helpful websites:
http://www.dfps.state.tx.us
http://www.capitol.state.tx.us/
http://sswn7.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.childtrauma.org