

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**SOCIAL WORK PRACTICE WITH ABUSED AND NEGLECTED CHILDREN  
AND FAMILIES:  
Summer 2012**

**Course and Unique Number: SW N360K (UG) 94670 and  
SW N393U1 (GRAD) 94795**

**Meeting Time/Place: Monday/Wednesday 8:30 – 11:00/ SWB 2.112**

**Instructors' Name: Chris Johnson, LMSW, IPR  
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**Office Number: SWB 3.212G (South wing) and at the Summit Drive CPS  
office**

**Office Hours: Monday 11:00 am – 12:00 pm and by appointment**

**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 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. (2005). *Understanding child abuse and neglect* (8th ed.). Boston: Allyn and Bacon. **(required)**

**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 6/25/11 or earlier, the title of the book you are planning to read. A place to record your choice will be provided in class.**

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

Parent, M. (1998). *Turning stones: My days and nights with children at risk*. New York: Ballantine Books.

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**

<b><u>Due Dates</u></b>	<b><u>Assignments</u></b>	<b><u>Possible Points</u></b>
6/20/11	Agency Reflection Paper	5
6/27/11 Returned	Exam I	25
7/11/11	Book Reflection Paper	15
7/23/11	Group Presentation	15
7/25/11 Returned	Exam II	30
Ongoing	Professional Accountability	10
	<b>Total:</b>	<b>100</b>

**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. 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. The exam questions must be returned with your responses for 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 than 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](mailto: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.

<u>Date</u>	<u>Description</u>	<u>Readings</u>
June 4 <sup>th</sup> Class 1	Course Overview  <b>Select groups &amp; group presentation topics</b>  Texas Family Code & the Legal System	
June 6 <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  Cultural Diversity	Rycus, Field Guide to Child Welfare, Child welfare values today, pp. 31-41.  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 11 <sup>th</sup> Class 3	Neglectful Supervision, Physical Neglect, Abandonment, Refusal to Accept Parental Responsibility  Treatment Issues for Neglect  <b>Speaker: Ayesha Anthony</b> 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 13 <sup>th</sup> Class 4	<b>Field Visit to:</b> Settlement Home Residential Treatment	8:45 am, 1600 Payton Gin Road, Austin, TX % Linda Addicks Kokemor

	Center, Foster Care & Adoption Services Physical Abuse of Children	
June 18 <sup>th</sup> Class 5	Physical Abuse  Emotional Abuse	<p>Crosson-Tower, The Physical abuse of children, Ch. 5, pp. 96-118.</p> <p>Reder et.al, Studies in the Assessment of Parenting, Significant Dimensions of Harm to a Child, Ch.5, pp. 90-104.</p> <p>Crosson-Tower, The Psychological Maltreatment of Children, Ch.9, pp. 211-219</p> <p>Fontes, Child Abuse &amp; Culture: Working with Diverse Families, pp108 – 134 (not required for undergraduates)</p>
June 20 <sup>th</sup> Class 6	Sexual Abuse  <b>Speaker: CPS Panel</b> Judith Foster, Angela Peoples & Deanna Dahl  <b>Agency Reflection paper due</b>	<p>Crosson-Tower, The Sexual abuse of children, Ch. 6, pp. 122-148.</p> <p>Crosson-Tower, Incest: Familial Abuse, Ch. 7, pp. 152-177.</p> <p>Fontes, Cultural Aspects of Shame in Child Sexual Abuse, pp139 – 151 (not required for undergraduates)</p>
June 25 <sup>th</sup> Class 7	Maltreatment and Child Development or Effects of Trauma	Zielinski et al, Ecological Influences on the Sequelae of Child Maltreatment: A



	<p>Resiliency</p> <p><b>Speaker: Dr. Stephen Terrell</b>  <b>Family therapist, trauma &amp; attachment expert &amp; adoptive parent</b></p> <p><b>*Title of book for Book Reflection paper due</b></p> <p><b>Handout Exam I</b></p>	<p>Review of the Literature</p> <p>Crosson-Tower, Maltreatment and the Developing Child, Ch. 3, pp. 47-65.</p>
<p>June 27<sup>th</sup>  Class 8</p>	<p>Stages of Service &amp; Child Safety</p> <p>Intake, Investigation, Reporting, Family Based Safety Services, Sub-care/Conservatorship, Adoption, Risk Assessment, Disproportionality</p> <p><b>Speaker: Ashley Harris,</b>  Child Welfare Policy Associate, Texans Care for Children</p> <p><b>Exam I Due</b></p>	<p>Crosson-Tower, Intervention: Reporting and Investigation, Ch. 10, pp. 221-247.</p>
<p>July 2<sup>nd</sup>  Class 9</p>	<p>Permanency &amp; Child Placement</p> <p>Permanency &amp; Concurrent Planning, Service Planning Placements, Foster Care, Adoption, Child Placing Agencies</p> <p><b>Speaker: Julianna Potter,</b>  <b>LMSW, CASA Supervisor/Child Advocacy specialist</b></p>	<p>Crosson-Tower, Foster Care as a Therapeutic Tool, Ch 15, pp 343-351.</p>

<p>July 9<sup>th</sup> Class 10</p>	<p>Youth Exiting the Foster Care System</p> <p>Transitional Living Services</p> <p><b>Speaker: Courtney Jones Youth Specialist &amp; former foster youth</b></p>	<p>Preparation for Adult Living Policy</p> <p>Merdinger, et al, Pathways to College for Former Foster Youth, pp 867 - 896</p>
<p>July 11<sup>th</sup> Class 11</p>	<p>Working with the Child &amp; Family</p> <p>Kinship, Family Group Decision Making, Reunification, Visitation, Services, Assessment &amp; Treatment</p> <p><b>Speakers: Deshaun Ealoms, Parent Program Specialist Lori Lewis- Connerly, FBSS Specialist Kenneth Thompson, Parent Program Specialist Ellen Letts, FGDM &amp; Kinship Specialist</b></p> <p><b>*Book Reflection Paper due</b></p>	<p>Winston, Child Abuse &amp; Neglect: Multidisciplinary Approaches, Ch 9 Treatment, pp161 -195</p> <p>Family Group Decision Making Policy</p> <p>Private Family Time: Heart of Family Group Conferencing (not required for undergraduates)</p> <p>Corcoran, Solution Focused Interviewing of CPS Clients, pp 461-478 (not required for undergraduates)</p> <p>De Jong and Berg, Co-Constructing Cooperation with Mandated Clients, pp 361-373. (not required for undergraduates)</p> <p>Keeping the Family Tree Intact Through Kinship Care (not required for undergraduates)</p> <p>Crosson-Tower, Treatment: Physical Abuse &amp; Neglect, Ch.13, pp 289 –313</p>
<p>July 16<sup>th</sup></p>	<p>Gay and Transracial</p>	

Class 12	Adoption, Children in Foster Care  <b>Video: Preacher's Sons</b>	
July 18 <sup>th</sup> Class 13	Adoption of Children from CPS  Course-Instructor Surveys	Downs, et.al., Adoption of Children with Special Needs, pp. 385-401  Fahlberg, Attachment & Bonding... 19-65.
July 23 <sup>rd</sup> Class 14	<b>Group Presentations:</b> #1 Poverty & Child Maltreatment #2 Domestic Violence & Child Maltreatment #3 Alcohol, Substance Abuse & Child Maltreatment #4 Child Abuse Prevention  <b>Take-home exam distributed</b>  Careers in CPS  <b>Last class</b>	
July 25 <sup>th</sup>	<b>Take-home exam due by noon</b>	

### **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.

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

- Data Book (2008). Texas Department of Family and Protective Service.
- DeJong, P., Berg, I.K. (2001). Co-constructing cooperation with mandated clients. *Social Work*, 46(4), 361-373.
- Downs, S.W., Moore, E., McFadden, E.J., Michaud, S.M., Costin, L.B. (2004). *Child welfare and family services: Policies and practice*. Boston, MA: Allyn and Bacon.
- Dubowitz, H., and DePanfilis, D. (2000). *Handbook for child protection practice*. Thousand Oaks, CA: Sage Publications.
- Dubowitz, H. (1999). *Neglected children: Research, practice and policy*. Thousand Oaks: Sage.
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- Johnson, C. (2002). *Physical abuse: Accidental versus intentional trauma in children*. Thousand Oaks: Sage Publications.
- Johnson, T.C. (2000). *Understanding children's sexual behaviors: What's natural and healthy*. California: Tony Cavanagh Johnson, Ph. D.
- 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.
- Policy handbook (2010). Texas Department of Family and Protective Service, Child Protective Service.
- National Adoption Information Clearing House (2007). *Keeping the family tree intact through kinshipCare*. Rockville, MD.
- Reder, P., Duncan, S., Lucey, C. (2003). *Studies in the Assessment of Parenting*. New York, NY: Brunner-Routledge.
- Rycus, J.S., Hughes, R.C. (1998). *Field guide to child welfare*. Washington, DC: Child Welfare League of America Press.
- Sampson, J.J., Tindall, H.L. (2008). *Texas family code annotated*. Thomson West.
- Walton, E., McKenzie, M., Connolly, M. (2005). Private family time: Heart of family group conferencing. *Protecting Children*, 19 (4) ,17-23.

Winton, M.A., Mara, B.A. (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.

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.financeprojectinfo.org/WIN/default.asp>

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

[http://www.hhs.state.tx.us/news/reports/CPS\\_Implementation\\_Plan.shtml](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>