

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 393U1/360K	Instructor: Lori Lewis-Conerly, MSW lorilconerly@yahoo.com
Unique Number:	60140/59835	Office: SSW 3.104
Semester:	Fall 2019	Office Phone: 512-554-3159
Meeting Time/Place:	Wednesday 5:30pm – 8:30pm SSW 2.116	Office Hours: Monday 4:30pm - 5:30pm 8:30pm - 9:00pm Other times by appointment

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

I. STANDARDIZED 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 systems 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, bibliography, and special topics designated in the course schedule of this syllabus.

II. STANDARDIZED COURSE OBJECTIVES

1. Understanding the social context of abuse and neglect of children through an 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

A variety of teaching methods will be used to draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, discussions, lectures, videos, in-class group activities, self-reflection, community guests, and a field trip to an emergency children's shelter. As this is a seminar course, much of the learning will take place in class discussions. This course will highlight diverse perspectives of thought and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

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

IV. REQUIRED TEXTS AND MATERIALS

Cresson-Tower, C. (2014). *Understanding child abuse and neglect* (9th ed.). Boston: Allyn and Bacon.

(Required) You must bring your textbook to class.

Canvas: Grades will be posted in Canvas.

Students will select, from the list below, an additional book for the Book Reflection assignment.

Crosson-Tower, Cynthia. (2007). *From the Eye of the Storm: The Experiences of a Child Welfare Worker*. Pearson.

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

McKenzie, C. (2009). *She Never Answered*. Asta Publications.

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

V. COURSE REQUIREMENTS

<u>Due Dates</u>	Assignments	Possible Points
Sept. 18	Topic Reflection Presentation	50

Sept. 25	Agency Reflection Paper	75
Oct. 9	Exam I	100
Oct.16	Real-World Use of Evidence-Based Practices (MSW)	50
Oct. 30	Parental Behavior	50
Nov. 13	Book Reflection Paper	100
Nov. 20 & Dec. 4	Group Project	100
Dec. 4	Exam II	100
Ongoing	Attendance & Class Participation	25
	Total:	650

A total of 650 Points are assigned to the course requirements in the following ways:

1. **Attendance and Class Participation.** This course is designed as a seminar where we will investigate many topics on child abuse/neglect, parenting, engaging and assessing families and service provision. Participation and discussion are critical parts of the course. You are expected to attend all class sessions. In addition to class attendance, your contributions to and participation in the discussion should reflect critical thinking, analysis, and synthesis of the content presented during class and in the required readings. Mid-term (Oct. 9) and at the end of the semester (Dec. 4), you will submit, in writing, the number of points earned thus far. Absence from 2 classes is an automatic loss of the 25 points.

2. **Assessment and Evaluation Groups.** Throughout the semester, within your assigned group, you will assess child safety (danger), risk and parental protective factors. You will be provided family situations and will use an evidenced based tool to determine if the child(ren) are safe, unsafe and interventions. **Class Activity**

3. **Agency reflection paper.** 2-pages (excluding title page) reflecting your observations and opinions of Austin Children’s Shelter. Within the paper, capture 2 areas to expand on. Include presenter quotes or any additional research to enhance communication and understanding of the areas of chosen.

Note: full 2 pages...anything will result in a deduction of points.

MSW students~ Provide an additional page to expand one of the 2 areas. Describe how this area impacts child welfare outcomes.

All students must cite references. **Parental Behaviors (Parent/Child Interaction).** Observe and analyze a parent interacting with their child(ren). You may observe parents in any setting (e.g., at a park, at the grocery store, social service agency, emergency room, food pantry, a gathering you are attending), but your observation should be non-participatory and non-intrusive; it should be minimum 30 minutes. After your observation, prepare a written report to include:

- a) introduce the parent using descriptive information about gender, estimated age of parent and of child(ren), race/ethnicity, and apparent socioeconomic status;
- b) provide a detailed write-up of the observed parent-child interactions as background that supports your interpretation of the parent’s behavior;
- c) interpret the parent’s behavior based on what you viewed as the use of “good” and “bad” parenting during the observed interactions; and

d) conclude with a critical analysis of the knowledge, experiences and assumptions upon which you based your judgments of “good” and “bad” parenting; why do you consider the behaviors you observed to be “good” or “bad”?

A strong analysis will consider gender, age, race/ethnicity and social class biases at a personal and/or societal level. You are not expected to do any literature review or scientific readings in completing your assignment, but you may draw on class discussions, readings, etc. regarding protective parenting, danger indicators, risk.

250 words, double spaced/cover page

SUBMIT VIA CANVAS EMAIL.

4. MSW Students - Real-World Use of Evidence-Based Practices. Watch and critique a documentary on your selected “population of interest.” because some documentaries feature more than one family, you may select one family of focus or compare up to two families for your paper. Your paper must be between 2-3 pages, double-spaced pages and 1) describe the background characteristics (e.g., gender, race and ethnicity) and lived experiences of the parent(s) and child(ren); 2) using Belsky’s model of parenting, explain the key determinants of parenting for the family; 3) critically analyze what aspects of the parent(s)’ lived experiences would facilitate or hinder the use of specific evidence-based parenting practices. You must discuss at least two specific evidence-based parenting practices (at least four total) in each dimension of responsiveness and demandingness; and 4) conclude with recommendations for how to feasibly promote the use of evidence-based parenting practices with the parent(s). Organize your paper according to these 4 content areas (i.e., use them as headings). Your paper will be evaluated on writing style and grammar (5 points); whether it covers the required content (20 points); and the level of critical thinking in your analysis of why specific practices were/not used and how their use may be promoted (25 points).

5. Parenting Interventions for Marginalized Populations. Provide an in-depth review and critique on parenting interventions for your selected “population of interest.” Your paper must be between 4-5 double-spaced pages and include at least 6 references of scientific articles. Include a bibliography. The paper must: 1) fully describe special issues/considerations relevant to working with parents of that population; 2) review past studies on parenting interventions with that population, emphasizing strengths and limitations of past efforts; 3) describe how the empirical evidence does and does not (yet) support the use of parenting interventions with that population; and 4) propose adaptations to an existing evidence-based parenting intervention that reflect the special issues relevant to that population. Organize your paper according to these 4 content areas (i.e., use them as headings). Your paper will be evaluated on writing style and grammar (5 points); whether it meets the outlined criteria of length and content (20 points); the use of appropriate references (10 points); your level of demonstrated understanding of special issues and past studies (10 points); and the creativity and feasibility of your proposed adaptations (5 points).

6. Group Project

This assignment gives the student the opportunity to conduct further research on a critical child welfare issue. Working in small groups, students will make an in-class presentation on an assigned topic. Grading is based on the group’s ability to research and present major child welfare points and should address the following:

- Overview of the topic and how it impacts child welfare
- Child welfare policy implications ~ agency policies that guide working with families and are associated with the topic

- Child welfare practice implications ~~ discuss research that is evidenced based, evidenced informed or promising practices associated with the topic
- Federal/state/local laws supporting or governing work with families
- Data supporting the intersection of the topic and child welfare
- Describe if there is/is not a need for attention to this topic

Sources, **must include**, but are not limited to: (you must cite sources)

- Information learned in class
- National Child Welfare journals/websites/books
- Information obtained from a child welfare agency website
- Fact finding should also include contacting persons employed with child welfare agencies and/or organizations

Each group member is expected to participate in a 30-minute oral presentation. Groups will ensure the instructor receives a copy of all handouts, including the PowerPoint. A bibliography is required.

Group members are required to wear professional clothing (absolutely no jeans/flip flops/shorts/capris/tank tops without a jacket).

For this class assignment, the dress code is designed to provide a set of standards modeling appropriate work attire. A well-defined dress code communicates maturity, professionalism, capability, and competency. Your attire reflects your attitude(s) about yourself and portrays the impression you want others to have of you.

Due on the day of the presentation, each group member will prepare a **brief type-written statement** (no more than 4-5 sentences) outlining their contribution and an evaluation of each group member.

Appoint a group lead. The group lead will provide the instructor with a packet, to include, but not limited to:

- each group members written statement;
- presentation handouts, and an
- evaluation of each group member.

Failure to turn in the statement as a group will result in an automatic 10-point deduction for all group members. The “statement” must be turned in during class....NO E-MAILS will be accepted.

Grading rubric will be provided. The dates for the presentations are noted in the course schedule. As time allows, class time will be dedicated to group to work on their presentation. This dedicated class time **is not** intended to be the only opportunity for groups to meet. The expectation is that groups 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 Assessments

7. Book Reflection Paper

This paper will give the student the opportunity to reflect on their observations, articulate their position to the author's approach and intervention strategies and contrast with class discussions/topics.

- Reflect on at least 6 chapters.

Undergraduate Students

- 4 pages (excluding title and reference pages)

MSW Students

- 5th page
 - Sub-Heading – from the selected book, describe an ethical issue that confronts child welfare practitioners (*sub-heading should be the name of the ethical issue*)
 - Include a pro and con example to address the ethical issue at either the micro, mezzo, or macro level (be specific when describing each/cite references)

ALL ASSIGNMENTS

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, repetitive information and failure to adhere to assignment details.

Papers and assignments are to be submitted via hard copy during class only. Automatic 10 points will be deducted for more or less than the number of pages specified for the assignments.

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

**A paper or assignment is late if not received by the end of class (8:30p.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.

EXAMINATIONS

Mid-term and final examinations are based on readings, lectures, speakers, discussions and class activities. Exams may include a variety of testing strategies but will primarily consist of short answer questions and case scenarios. Quizzes may be verbal or written. Seventy (70) minutes is allowed for the mid-term and final exam. Quiz time depends on the quiz type and content.

Careers in CPS

This is voluntary and will be discussed with those students who choose to remain immediately after the last class day is dismissed. The student is allowed the opportunity to become familiar with Texas Child Protective Service (CPS) website and the many careers available in CPS. To prepare, visit the website (www.dfps.state.tx.us) prior to the last day of class and review the process for submitting employment applications. Check available job postings throughout the semester and print a job description that interest you. Bring the job description to the last class.

VI. 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

VII. 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 AND CIVILITY IN THE CLASSROOM. 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. 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 also 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. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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: <https://studentaffairs.utexas.edu/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to 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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

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, examination, work assignment, or 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.

TITLE IX REPORTING. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report

incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 for keeping the university informed about a change of 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
Aug. 28th	<p style="text-align: center;">Class 1</p> <p style="text-align: center;">Course Overview Child Welfare Values Child & Parent’s Rights Historical Perspective of Child Maltreatment Cultural Diversity</p>		<p>Crosson-Tower, The Maltreatment of Children from a Historical perspective.</p> <p>Chapters 1 & 2</p>

Sept. 4 th	Class 2 Physical Abuse of Children Emotional Abuse		Crosson-Tower, The Physical abuse of children, Ch. 5. Crosson-Tower, The Psychological Maltreatment of Children, Ch.9.
Sept. 11 th	Class 3 Neglectful Supervision, Physical Neglect, Abandonment, Refusal to Accept Parental Responsibility Sexual Abuse	<i>Presentation Topics/Group Member Assignments</i>	Crosson-Tower, The Neglect of Children, Ch.4. Treatment: PHAB & NG, Ch. 12 Crosson-Tower, The Sexual Abuse of Children, Ch. 6. Crosson-Tower, Incest: Familial Abuse, Ch.7 & Ch.8
Sept. 18 th	Class 4 Field Visit to: Austin Children's Shelter	<i>Topic Reflection Paper #1 Due/Importance of Parent/Child Visitation</i>	6p.m. 4800 Manor Road Austin, Texas Sara Reese, LMSW Director, Therapeutic Services
Sept. 25 th	Class 6 Stages of Service & Child Safety Intake, Investigation, Reporting, Family-Based Safety Services, Sub-care/Conservatorship, Adoption, Disproportionality	<i>Agency Reflection Paper Due</i>	Crosson-Tower, Intervention: Reporting and Investigation & Case Management Ch. 10. The Legal Response to Child Abuse & Neglect, Chapter 11. Guests/CPS Panel
Oct. 2 nd	Class 7 The Healing Neen Effects of Maltreatment & Trauma on Child Development Pt.		Maltreatment and the Developing Child, Ch. 3. Adults Abused as Children, Ch. 15 Speaker: Family Therapist
Oct. 9	Class 8 Exam I		
Oct. 16 th	Poverty Simulation		
Oct. 23 rd	Class 9 Foster & Adoptive Services/ Permanency & Child Placement Permanency & Concurrent Planning, Service Planning		Crosson-Tower, Foster Care as a Therapeutic Tool, Ch. 14.

Oct. 30th	Class 10 Kinship, Family Group Decision Making, Reunification, Visitation, Services, Assessment & Treatment Motivating CPS Families Youth Exiting Foster Care System	<i>Topic Reflection Paper #2 Due/Resiliency</i>	
Nov. 6 th	Class 11 Adoption of Children from CPS Placements, Foster Care, Adoption, Child Placing Agencies		Professional Panel Presentation: Domestic Violence Survivor BACA (Bikers Against Child Abuse) CASA of Travis County
Nov. 13 th	Class 12 Transitional Living Services Texas Adoption & Resource Exchange (TARE)	<i>Book Reflection Paper Due</i>	Speakers: Fatherhood & Parent Program Specialist Foster Parent Recruiter Foster Youth Alumni
Nov. 20 th	Class 13 Group Presentations: #1 Poverty, Neglect & Child Maltreatment #2 Domestic Violence & Child Maltreatment #3 Alcohol, Substance Abuse & Child Maltreatment		
Dec. 4 th	Class 14 Group Presentations: #4 Mental Health & Child Maltreatment #5 Safety & Risk Assessments		

X. BIBLIOGRAPHY

Crosson-Tower, C. (2007). *Understanding child abuse and neglect* (7thed.). Boston, MA: Allyn and Bacon.

Data Book (2018). Texas Department of Family and Protective Services.

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