

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

**Course Number:** SW360K4

**Unique Number:** 60995

**Semester:** Spring 2025

**Meeting Time/Place:** Mondays

5:30pm – 8:30pm

Mezes Hall Rm. 1.102

**Instructor:** Lori Lewis-Conerly, MSW

**Email:** [lorilconerly@utexas.edu](mailto:lorilconerly@utexas.edu)

**Office:** Classroom

**Cell Phone:** 512-554-3159

**Office Hours:** Mondays 4:45p – 5:15p

8:30p - 9:00p

Other times by appt.

**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 the permission of the instructor. This course is built 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 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 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 are 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 encourage students to engage in new ways of thinking represented by speakers, the professor, and classmates from diverse backgrounds.

You are expected to ask questions to clarify content discussion, concepts, etc. Also provide me with constructive feedback in a timely manner and meet with me individually as needed and/or when requested. All in-class discussions related to personal values, beliefs, or life experiences are encouraged with extreme attention to respect for others.

### IV. REQUIRED TEXTS AND MATERIALS

Crosson-Tower, C. (2020). *Understanding child abuse and neglect* (10<sup>th</sup> ed.). New Jersey: Pearson Education, Inc. **(Required) You must bring your textbook to class.**

**Canvas:** Grades are posted in Canvas.

Students will select from the list below an additional reading to complete 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 reading will be provided in class or via e-mail.

## V. COURSE REQUIREMENTS

Due Dates	Assignments	Possible Points
February 3	Topic Reflection Paper	50
February 24	Parental Behaviors Assignment	75
February 17	Poverty Simulation	50
March 10	Exam I	100
March 31	Child Welfare Case Simulation	100
April 7	Book Reflection Paper	100
April 21 & 28	Group Project	100
Ongoing	Attendance & Class Participation	25
	<b>Total:</b>	<b>600</b>

### 1. ATTENDANCE AND CLASS PARTICIPATION.

This course is designed as facilitated learning sessions where we will investigate topics on child abuse/neglect, parenting, engagement strategies, assessing families, understanding risk versus safety and service provision. Participation in all assignments and activities and in-class discussions are critical elements of the course; therefore, you are expected to attend all class sessions. In addition to class attendance, 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.

*Your attendance supports everyone's success in the class. You are allowed to one unexcused absence. If you experience an emergency, or anticipate a prolonged absence for any reason, please be proactive and contact me via email or text. Absence from two classes is an automatic loss of 15 out of the 25 points assigned to this category. More than two absences are an automatic loss of 20 points assigned to this category. Points are earned through active and consistent class participation (providing feedback/comments/questions) during classroom discussions, especially when guest speakers are present. Active class participation improves critical thinking skills and is representative of preparation and study (Schritter, 2022).*

### 2. TOPIC REFLECTION PAPER.

#### IMPORTANCE OF PARENT/CHILD VISITATION IN CHILD WELFARE

The *Reflection Paper* must include the following discussion:

- How does parent/child visitation impact family reunification efforts?
- Share evidence-based research to support the need for parent/child visitation?
- Provide an example of a state's policy or guidelines regarding parent/child visitation.
- Cite references.

**Note: 2 full pages... more or less than 2 full pages will result in a deduction of points.**

APA Style

**1-inch margins**

**Double-space**

**Page 1 – Cover Page**

**Pages 2-3 - Topic reflection content**

**Page 4 – Reference(s)**

**Page numbers at bottom right/Staple all pages**

**SUBMIT HARD COPY IN CLASS**

**3. PARENTAL BEHAVIORS.**

Assignment details will be provided via CANVAS. Staple all pages

**SUBMIT HARD COPY IN CLASS**

**4. POVERTY SIMULATION.**

“Several decades of research have demonstrated a strong statistical correlation between poverty and child abuse and neglect (CAN) and between poverty and children’s chances of becoming involved in child protection interventions. Yet, in practice, child protection practitioners often struggle to make sense of this relationship, and poverty is mainly treated as a background variable.” (Saar-Heiman, 2021) The Poverty Simulation requires students to think critically about poverty, the impact on families’ decision-making while maintaining their child’s well-being and safety. Students will also begin to understand the challenges families face when navigating daily life with minimal resources.

**5. CHILD WELFARE CASE SIMULATION.**

Simulations are critical learning opportunities through the creation of real-life conditions and a realistic experience that prepare for real-world interactions (National Child Welfare Workforce Institute, 2015). This activity provides students with the unique opportunity to build skills necessary to engage and provide direct service delivery (information collection, interviewing, assessing risk and safety) to children, families, and system partners. This experience combines practice and allows constructive feedback via a classroom debrief with all participants. (Chiu & Cross, 2019). Students will be provided with simulation scripts/assigned role.

**6. GROUP PROJECT.**

This assignment allows the opportunity to conduct 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 key issues that intersect with child welfare and should address the following:

- **Overview of the topic and how it impacts child welfare** – introduce the topic (define/describe); explain how the topic affects child welfare. For example, if discussing neglect, explain how neglect can lead to long-term developmental issues for children and why it’s crucial for child welfare professionals to address it.

- **Child welfare policy implications** ~~ include example of Child Protective Services (CPS) policies that guide how CPS workers engage/deliver services to families
- **Child welfare practice implications** ~~ discuss evidence-based or promising practices associated with the topic. Highlight programs with proven success in addressing trauma, studies on interventions that improve family functioning.
- Federal/state/local laws supporting or governing work with families consistent with your topic
- Data/statistics supporting the intersection of the topic and child welfare
- Describe if there is/is not a need for attention to this topic and why

Sources **must include**, but are not limited to:

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

**Each group member is expected to participate in a 30-minute oral presentation.**

*Oral Presentation:* Each group member should be ready to discuss their section for about 4–7 minutes, with all members contributing to a 30-minute presentation. Be prepared to answer questions from the instructor and classmates.

*Handouts/PowerPoint:* Ensure you have a well-organized PowerPoint summarizing your main points, complete with relevant visuals, charts, or graphs.

*Professionalism:* Dress appropriately in professional attire, ensuring everyone adheres to the dress code outlined in this syllabus. **Professional clothing does not include jeans, flip flops, shorts, or capris. Tank tops must be accompanied by a jacket.**

*For this 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.*

*Bibliography - Include all the sources used in preparing the presentation. These could be books, academic articles, government reports, agency websites, and more.*

***The following items are to be emailed to the professor by noon on the day of the group's presentation:***

- **Group presentation packet** includes, but is not limited to:
  - PowerPoint,

- Handouts (if applicable), and
- any other group presentation supporting documents.
- **Group Member Evaluation Statement**
  - 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. This statement will be turned in by individual group members.

***Failure of any group member to submit an evaluation statement timely will result in an automatic 10-point deduction for ALL group members.***

*Grading rubric will be provided.*

The dates for the presentations are noted in the course schedule. When available, class time will be permitted to work on presentations. This dedicated 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**

- i. Poverty, Neglect & Child Maltreatment
- ii. Domestic Violence and Child Maltreatment
- iii. Alcohol, Substance Abuse & Child Maltreatment
- iv. Mental Health & Child Maltreatment
- v. Safety & Risk Assessments

## **7. BOOK REFLECTION PAPER**

Carefully read and analyze six (6) chapters from the selected book, reflecting on how the author's approach and intervention strategies compare to the topics discussed in class.

- ✓ For each chapter, include chapter name/number as subtitles within the paper –

### **EXAMPLES**

#### **Chapter 3 – Chapter Name**

*Summary:* Provide a brief summary of the chapter's main points.

*Reflection:* Discuss how the intervention strategies or theories presented in this chapter fit with your understanding of child welfare practices. Are there any new insights or aspects you hadn't considered in class? How does the author's approach reflect or challenge contemporary child welfare practices?

*Example:* In Chapter 3, the author explores [key idea from chapter]. This chapter focuses on [specific intervention strategy, e.g., the importance of parent-child communication in preventing abuse]. This is similar to our class discussion on [related class topic, e.g., the role of parent education programs]. However, the author emphasizes [unique aspect] which I found particularly interesting. For instance, [describe specific idea], which differs from what we discussed in class because [contrast with class discussions]. I think this approach could be [effective/ineffective] in real-world settings because [reason].

## **Chapter 6 – Chapter Name**

*Summary:* Summarize the chapter’s content.

*Reflection:* Compare and contrast the interventions or approaches presented in this chapter to the material discussed in your class. How does the author's perspective challenge or reinforce your understanding of the topic? Offer a personal reflection on how these ideas can be applied to child welfare practice.

*Example:* In Chapter 6, the author discusses [specific intervention or topic]. This aligns with our class discussion on [related topic], but I found that the author’s approach to [specific aspect] was somewhat controversial because [reason]. The author advocates for [specific strategy], which made me reconsider how we should approach [related challenge]. While the class discussions focus more on [alternative strategy], I think the author’s view could be beneficial because [reason].

- ✓ Five (5) pages (excluding cover and reference pages) - **double spaced**
- ✓ 1” margins *explicitly*

**Note: full 4 pages...pages more or less than** will result in a deduction of points.

**Page 1** – Cover Page

**Pages 2 thru 5** - Reflection content

**Page 6** – Reference

**Staple all pages**

**SUBMIT HARD COPY IN CLASS**

### **EXAMINATION**

**The Mid-term examination is based on reading, 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 the Texas Child Protective Service (CPS) website and the many careers available in CPS. To prepare, visit the website ([www.dfps.state.tx.us](http://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 interests you. Bring the job description to the last class.

## VI. CLASS POLICIES

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 in class.**  
**Automatic 10 points will be deducted for more or less than the number of pages specified for the assignments.**

- 1. Late papers and assignments will be penalized 5pts. for each late calendar day.**
- 2. 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.***
- 3. Staple all pages of assignments.**

## VII. UNIVERSITY POLICIES

### Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				<i>*minimum to pass course</i>		Below 60.0	F

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**Religious Holy Days.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment



within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**Policy on Academic Integrity.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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.

**University Electronic Mail Student Notification.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

## **Steve Hicks School of Social Work Policies**

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**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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in

the classroom. 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.

**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.

**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 and Mental Health 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.

## **Resources, Prevention of Discrimination, and Safety**

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://disability.utexas.edu/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**Behavior Concerns Advice Line (BCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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 on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**Campus Carry Policy.** The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**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.

**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.

## VIII. COURSE SCHEDULE

***Be sure to check Canvas regularly and use it to inquire about the course schedule. The schedule is subject to change based on discretion and as needed by the situation.***

Date	Topic	Assignment Due	Readings
Jan. 13	<p><b>Class 1</b></p> <p>Course Overview/Syllabus Historical Perspective of Child Maltreatment Indian Child Welfare Act</p>		<p>Crosson-Tower, The Maltreatment of Children Then and Now <b>Chapter 1</b></p>
Jan. 20	<b>Martin Luther King, Jr. - Holiday</b>		
Jan. 27	<p><b>Class 2</b></p> <p>Neglectful Supervision, Physical Neglect, Abandonment, Refusal to Accept Parental Responsibility</p> <p>Physical Abuse</p>		<p>Crosson-Tower, The Neglect of Children, <b>Chapter 4</b></p> <p>Crosson-Tower, The Physical Abuse of Children, <b>Chapter 5</b></p>
Feb. 3	<p><b>Class 3</b></p> <p>Sexual Abuse</p>	<p><i>Group Member Assignments</i></p> <p><i>Topic Reflection Paper Due - Importance of</i></p>	<p>Crosson-Tower, The Sexual Abuse of Children, Ch. 6; Intra/Extrafamilial Abuse, <b>Chapters 7 &amp; 8</b></p>

	Emotional Abuse  The Family Roles  Stages of Service	<i>Parent/Child Visitation</i>	Crosson-Tower, Psychological Maltreatment, <b>Chapter 9</b>  The Family's Roles, Responsibilities, and Rights, Crosson-Tower, <b>Chapter 2</b>  Crosson-Tower, Intervention: Reporting, Investigation, and Assessment, <b>Chapter 10</b>
Feb. 10	<b>Class 4</b> Austin Children's Shelter	<i>Field Trip</i>	Dir. of Emergency Care Stop Child Abuse for Everyone (SAFE) 4800 Manor Road Austin, Texas
Feb. 17	Poverty Simulation ( <i>tentative</i> )		
Feb. 24	<b>Class 5</b> Trauma & the Developing Child	<i>Parental Behavior Paper Due</i>	Crosson-Tower, Trauma & the Developing Child, <b>Chapter 3</b>
March 3	<b>Class 6</b> Guests/CPS Panel Assessing Families		Legal Response to Child Abuse & Neglect <b>Chapter 12</b>
March 10	<b>Class 7</b> Mid-term		
March 17	Spring Break		
March 24	<b>Class 8</b> Foster & Adoptive Services/ Permanency & Child Placement Permanency & Concurrent Planning, Service Planning		Crosson-Tower, Collaborative Intervention and Case Management, <b>Chapter 11</b>
March 31	<b>Class 9</b> Adoption of Children from CPS Placements, Foster Care, Adoption, Child Placing Agencies	<b>Case Simulation</b>	Crosson-Tower, Foster Care for Abused and Neglected Children, <b>Chapter 15</b>
	<b>Class 10</b>		CASA of Travis County TexProtects

April 7	Professional Panel Presentation Group Project Outline Review	<i>Book Reflection Paper Due</i>	Office of Parental Representation
April 14	<b>Class 11</b>	<i>Presentation Preparation</i>	
<b>November 27 - Holiday</b>			
April 21	<b>Class 12</b> <b>Group Presentations:</b> <i>#1 Poverty, Neglect &amp; Child Maltreatment</i> <i>#2 Domestic Violence &amp; Child Maltreatment</i> <i>#3 Alcohol, Substance Abuse &amp; Child Maltreatment</i>		
April 28	<b>Class 13</b> <b>Group Presentations:</b> <i>#4 Mental Health &amp; Child Maltreatment</i> <i>#5 Safety &amp; Risk Assessments</i>		

## IX. BIBLIOGRAPHY

Chiu, Y. L. & Cross, T. (2019). FY2019 program evaluation of the child protection training academy for new DCFS investigators. Prepared for the Illinois Department of Children and Family Services. Urbana, IL: Children and Family Research Center, University of Illinois at Urbana-Champaign. Retrieved from [https://cfr.illinois.edu/pubs/rp\\_20190903\\_FY2019ProgramEvaluationoftheChildProtectionTrainingAcademyforNewDCFSInvestigators.pdf](https://cfr.illinois.edu/pubs/rp_20190903_FY2019ProgramEvaluationoftheChildProtectionTrainingAcademyforNewDCFSInvestigators.pdf)

Crosson-Tower, C. (2007). *Understanding child abuse and neglect* (10<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Data Book (2024). Texas Department of Family and Protective Services.

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

Schritter, T. (2022). *How to Participate in Class and Why it's Important*. Retrieved from Colleges of Distinction: <https://collegesofdistinction.com/advice/how-to-participate-in-class-and-why-its-important/>