SW 646: Child Abuse and Neglect
Spring Semester 2017

I. Catalogue Description

The course is concerned with physical, emotional and sexual abuse of children, child neglect and exploitation.

II. Course Overview

This course is concerned with the physical, emotional, and sexual abuse of children, and child neglect. The course is designed to foster critical thinking about child maltreatment as a social phenomenon. Students will be exposed to conceptual, theoretical, and state-of-the-art empirical literature on the causes and consequences of different forms of child maltreatment; historical and current perspectives on child maltreatment intervention; system-and-family-level prevention models; policies that relate to or affect child maltreatment rates; cultural issues in child maltreatment; and issues unique to particular subgroups; for example, families who live in poverty.

This course is not intended as a specific forum for clinical training in work with children, families or systems that deal with child maltreatment issues. Rather, it will expose students to current practice strategies, cases, and ethical dilemmas that face practitioners in social work settings. Students will gain a broad understanding of the scope, causes, ethical issues, and consequences related to child abuse and neglect, and are able to apply this knowledge in a wide range of social work settings that deal with child development and child protection.

In addition, the course will serve as a forum to:
Enhance skills to become critical consumers of research and media stories of child abuse and neglect, this will occur when student:

- Develop awareness of personal values related to child maltreatment that likely influence professional practice;
- Increase awareness of the complex nature of child maltreatment and how this complexity engenders ethical issues and affects professional work with children and families;
- Appreciate the roles of historical, societal, and cultural values intertwined with child maltreatment, with a particular emphasis on those related to race, class, religion, gender, and sexual orientation;
- Consider the role of poverty in the etiology of child maltreatment;
- Learn common risk and protective factors for different forms of child maltreatment;
- Gain sensitivity to the impact of child maltreatment and social welfare policies on diverse groups of children and families (e.g., from various racial and ethnic backgrounds, gay and lesbian persons, single parents); and
- Identify gaps in knowledge within the profession, and understand implications for practice with children and families.

### III. Course Competencies & Practice Behaviors & Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring Behavior</th>
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</table>
| 2.1.2: Apply SW ethical principles to guide professional practice | * Tolerate ambiguity to resolve ethical conflicts  
* Apply strategies of ethical reasoning to arrive at principled decisions | Values exercise; major assignment  
Values exercise; major assignment |
| 2.1.3: Apply critical thinking to inform and communicate professional judgments | * Identify & synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice;  
* Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to advanced practice;  
* Utilize effective communication skills with diverse (parties) related to advanced practice | Major assignment  
Weekly readings |
### IV. Course Content

Below is an outline of topics and required readings to be covered in the course, in order of their presentation. Unless otherwise specified by the instructor, these topics and readings will correspond to the dates in the outline. Please note all readings listed are...
required; additional recommended readings may be posted from time to time on the course website.

Please note that the instructor may adjust certain parts of the syllabus, such as the schedule, readings, or due dates as the semester progresses. Students will be promptly notified of any changes.

Any guest lecturers will be announced the week prior.

**Week 1: 19 January 2017**

**Introduction and Overview of Course**


In class we will:
- Introduce ourselves
- Review the course syllabus
- Examine a brief history of the child protection field

**Week 2: 26 January 2017**

**What does child protection work look like? How come it matters?**


In class we will:
- Discuss impact of child abuse and neglect on a child’s development
- Engage relevant case studies
- Consider the significance and responsibility of the Child Welfare System in our contemporary context

**Week 3: 2 February 2017 - Reflection #1 due by 11:59 a.m. on February 1st, 2017**

**Defining, measuring, and identifying child maltreatment**


In class we will:
- Discuss the principles and origins of mandated reporting
- Review the federal and Wisconsin statutory definitions of abuse and neglect
- Explore the influence of societal and personal values on definitions of maltreatment. Examine child abuse and neglect prevalence in the U.S. and the various sources used to estimate these trends.
- Identify gaps in our knowledge base about child maltreatment
- Understand the implications of these knowledge deficits

Survey’s distributed; assignment completed and submitted week 5, February 16th, 2017

Week 4: 9 February 2017
How do families experience the CPS system?


In class we will:
- Examine how parents, children, and families experience the protection system
- Consider how power inequities impact child protection policy and practice

Week 5: 16 February 2017- “Perceptions of Child Maltreatment” values exercise due by 11:59 a.m. on February 15th, 2017
Cultural Humility


In class we will:
- Discuss race and ethnicity in relationship to parenting styles
- Identify cultural practices that can be confused with maltreatment
- Examine data about racial disparity in child welfare outcomes
• Explore bias
• Reflect on the significance of the “Perceptions of Child Maltreatment” values exercise

Week 6: 23 February 2017
Risk/Safety Assessment

View the pre-service training Wisconsin Child Protective Services workers receive regarding the assessment of child safety. The assigned portion is: Section 1: The Basics (30-60 mins).

• Learn various risk/safety models used in Child Protective Services practice
• Discuss how certain risk/safety assessment tools may combat or contribute to racial disproportionality in the child welfare system
• Explore Wisconsin’s safety model

Week 7: 2 March 2017
Neglect & Parental Socioeconomic Status

In class we will:
• Discuss typologies and casual theories of neglect
• Explore the role of poverty in child neglect
• Consider risk and protective factors for child neglect identified in empirical literature

Week 8: 9 March 2017
Neglect & Intimate Partner Violence
Read the Wisconsin Child Protective Services Access and Initial Assessment Standards, Appendix 5: Domestic Violence (p.103-111).

In class we will:
• Review the co-occurrence of domestic violence and child maltreatment
• Focus on how Child Protective Services processes cases of alleged maltreatment when domestic violence is a co-occurring factor
• Explore the intersection of the criminal justice and child welfare systems.

Week 9: 16 March 2017
Parental Substance Abuse

In class we will:

- Discuss effects of prenatal substance exposure on the fetus and developing child
- Consider the debates on child welfare policies related to mandatory reporting of substance-exposed infants and universal screening for fetal substance exposure
- Explore how the use of various types of substances may affect parenting/caregiving behaviors
- Discuss how parental substance abuse and recovery present unique challenges to meeting timely reunification standards mandated by the Adoption and Safe Families Act

**Week 10: 23 March 2017**

**Spring holiday**

**Week 11: 30 March 2017**

**Parental mental health**


In class we will:

- Discuss Turning Stones: My Days and Nights with Children at Risk, Chapter 1, 4 & 5

**Week 12: 6 April 2017- Reflection # 2 due by 11:59 a.m. on April 5th, 2017**

**Emotional Abuse**


In class:

- Consider emotional abuse
- Explore the difficulty in defining this abuse typology
- Discuss practice implications for people working in Child Protective Services

**Week 13: 13 April 2017**
Physical Abuse


In class:
- Focus on physical abuse including a review of common visual signs of abuse and various conditions and folk remedies that may be confused with physical abuse.
- Consider theories of physical child abuse
- Discuss how racial and class biases influence definitions and reporting activity

Week 14: 20 April 2017-Enrichment activity due by 11:59 a.m. on April 26th, 2017

Child Sexual Abuse


In class:
- Discuss how children experience sexual abuse
- Address the process of disclosure for victims of sexual abuse

Week 15: 27 April 2017- Prevention of Child Maltreatment and its Reoccurrence


In class:
- Examine child maltreatment prevention programs
- Discuss specific child abuse and neglect prevention strategies
- Explore alternative/differential response initiatives
Final assignment due by 11:59 on May 3rd, 2017

V. Texts and Reading Materials for the Course

Readings are available through the Learn@UW site at the UW-Madison. Other course material (e.g., handouts, further instructions on course assignments, etc.) will be posted to the course website. Students will check the course website frequently for course materials.

Throughout the semester, students are encouraged to share articles and news reports they have found pertaining to course topics. By incorporating media reports on child abuse and neglect, students explore the relevance of the course in every-day life. When a student identifies an article to share, email the link to the instructor by noon the day prior to class.

The book Turning Stones, by Marc Parent, will be read throughout the semester. It is available through a number of booksellers. There are also a few copies at area libraries.

The final assignment requires students to view the film Spotlight (2015). Spotlight is available on Netflix. The Madison library also has a copy.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

The assignments for SW646 offer some flexibility so that each student can focus their coursework on topics of personal and/or professional interest.

The issues covered in class are likely to be relevant across interest areas. Students are expected to read weekly material ahead of time, come to class with questions and comments, and participate in class discussion. Please see section VII: Expectations, for details on how missed classes affect your grade.

Students will be evaluated on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly readings, submission and participation</td>
<td>15</td>
</tr>
<tr>
<td>Reflection #1</td>
<td>10</td>
</tr>
<tr>
<td>Reflection #2</td>
<td>10</td>
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<tr>
<td>Perceptions of child maltreatment assignment</td>
<td>10</td>
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<tr>
<td>Enrichment activity</td>
<td>10</td>
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<tr>
<td>Major assignment</td>
<td>45</td>
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Final course grades will be assigned as follows:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Outstanding; surpasses expectations in most areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-88</td>
<td>Meets minimum expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>Meets expectations in some areas; falls below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>Falls below expectations in most areas, not acceptable</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>Below expectations in all cases</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>Fails to meet minimal expectations, not acceptable work</td>
</tr>
</tbody>
</table>

**Format:** All written assignments (except email questions) are to be computer-generated and compatible with Microsoft Word (.doc, .docx, .odt, or .fodt formats). Format these assignments using one-inch margins, double-spacing, and a 12-point Times New Roman font. Always include a cover sheet (not counted as one of the required pages) with the title of the assignment, your name, the date turned into the instructor, course number, and course title. All assignments should be reviewed thoroughly for spelling, grammar, and style. Citations must be in the APA style, but papers need not have APA-style headers and title pages.

Consult the UW writing center’s guide for APA formatting (http://writing.wisc.edu/Handbook/DocAPA.html). Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you must use peer-reviewed journals. Websites may only be used with prior approval from the instructor. Papers should be placed in the Learn@UW Dropbox by midnight of the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the drop box. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the drop box by the time it is due.

**Clarification:**
If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date.

**Appealing a Grade:**
If you wish to object to a grade you receive in this course, the following guidance assists in your decision to appeal and details the process:

Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing and email this to me no later than two weeks after the assignment grade has been issued to you.

The reasons for your appeal should include a discussion of (1) the extent to which you responded to assignment objectives, (2) the quality of your writing (to include grammar
and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking.

The instructor will give due consideration to your appeal.

**Timeliness:**
Late assignments will be deducted 1 point per day they are late. If you anticipate a problem with turning an assignment on time, contact the instructor before the assignment is due. The instructor may make exceptions, on a case-by-case basis, if circumstances merit.

**VII. Expectations**

Students are expected to:

- Attend class weekly and read required materials prior to class.
- Participate in class discussion.
- Use mobile devices such as phones, tablets, and computers responsibly during class.
- Complete all assignments as required.
- Advocate for themselves and present any questions or concerns to the instructor that may require the instructor to adjust course presentation to enhance learning for all.
- Tell the instructor what accommodations are necessary to obtain equal access to the class.
- Maintain standards of academic integrity as described by the School of Social Work and University.
- Encourage an atmosphere of respect and open communication in furtherance of a classroom culture of learning.

The instructor is expected to:

- Be available to students to answer questions and respond to student concerns.
- Begin and end classes on time.
- Create a comfortable and open atmosphere conducive to learning.
- Assure that course objectives are met.
- Assure that the classroom and course materials are accessible (per ADA requirements) to all students.
- Tell students of any changes to the syllabus.

**Promptness:**
Prompt arrival to all courses is required. Instructors may take actions they deem appropriate if a student is consistently tardy.
Instructors may also consider a significantly late arrival or early departure as an absence.

Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

Class Attendance and Professional Participation:

To ensure a quality educational experience, students must attend and participate in classes.

Attendance will be taken at each class and students’ level of participation noted.

Excused and Unexcused absences:
On a case-by-case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans.

Additional graded make-up work appropriate for the content missed will be assigned from excused and unexcused absences. Students in SW 646 will be required to complete a 5-page reaction paper on the missed week’s readings.

Absence:
If you must miss class, you are required to inform your instructor via email in advance. Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.

Students who must be absent due to inclement weather or other emergencies must contact me prior to the start of class. Students who are absent three or more times in the semester will be required to schedule a meeting with the instructor to discuss their performance and continuation in the course. Three or more absences may lead to a student receiving a failing grade.

Inclement weather policy:
If there is inclement weather, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.

If classes are not cancelled but an individual student concludes travel is not safe, the student must contact the instructor regarding the plans to not travel. This absence will be considered excused and makeup work will be assigned.

If class is cancelled due to inclement weather, students should check their email for a message from the instructor about how to engage with the class material for the day.
**Code of Ethics, Student Rights, and Responsibilities & Plagiarism:**
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

**Americans with Disabilities Act:**
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs at the beginning of the course. I want all my students to have an excellent learning experience.

The McBurney Center provides services and classroom accommodations to students with differing abilities. These might include vision and hearing difficulties, learning difficulties and mental health disorders. McBurney is located at 701 W Johnson Street suite 2104. Call for an appointment at 608-263-2741. http://mcburney.wisc.edu

Information regarding participation by students with differing abilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.

**Classroom Climate:**
Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. In order to learn, we must be open to the views of people different from ourselves. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other.

I am firmly committed to diversity and equality in all areas of campus life and building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not
to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. We all have a responsibility to hold in our minds the disproportionate impact systems and “isms” have on marginalized people. I invite you to bring any concerns in this regard to my attention.

Brave spaces do not happen on accident, we must work to create them. We will develop community and discussion guidelines in our first meeting and revisit them as needed throughout the course. We will share the challenges of upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

*Student Wellness:* 
As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available.

Other student support services and programs include:

- Multicultural Student Center https://msc.wisc.edu/
- LGBT Campus Center https://lgbt.wisc.edu/
- Dean of Students Office https://www.students.wisc.edu/doso/20

*Out-of-Class Contact with Instructor:*

I encourage students to meet with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet briefly right before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time to meet. I am happy to meet students in the Social Work Library or the Wisconsin Institutes for Discovery coffee shop if this is a more comfortable and welcoming space for you.

*Electronics:*

To minimize disruptions to class process all devices must be turned off during the class period unless the instructor gives instructions to utilize electronic devices for a class activity. If you have an urgent reason for leaving your phone on, please inform the instructor. If there is a medical or other serious need for these devices, please speak to the instructor before class. Audio recording of classes will be allowed only after full disclosure to the class that an audio recorder is operating.
Reading and Media Assignments:
You are expected to have read, viewed and listened to all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments. Learn@UW All students are required to access Learn@UW for course content and assignments. If you have difficulty with Learn@UW, you should contact the DoIT helpdesk.

Late assignment policy:
Assignments are due on the date specified by midnight. If you are not able to be in class the day a written assignment is due, you are still responsible for turning in your assignment on the due date.

If a student a) communicates with their instructor at least 48 hours prior to the due date, b) provides the instructor with a reasonable justification for an extension, and c) they come to an agreement about a revised deadline, the assignment handed in by the new date will be considered “on time.” Unapproved late assignments will be marked down 1 point for each day the assignment is late.

Academic Writing Criteria:
Specific attention should be given to paper organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:
1. Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion.
2. Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces.
3. A consistent tense should be used within sentences and throughout the paper.
4. Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice into your formulation of ideas discussed in your paper.
5. Use critical thinking in your reflections. The comments “It was good” and “I liked it” are NOT examples of critical thinking.
6. Do NOT be repetitious in your writing. Your papers should be polished and carefully edited. Do NOT use run-on sentences.
7. When references are required, they must be from class readings or other peer-reviewed journal articles. You may not use information from a website unless you receive prior approval from the instructor.
8. References in the paper need to be woven into the discussion in a seamless manner. DO NOT insert a quote into the paper without skillful writing that incorporates the quote into the discussion.
1. Weekly Participation (15 points total)

To demonstrate you are prepared for class and have thought critically about the weekly readings and topics of discussion, your grade for class participation will be evaluated based on the extent to which you complete the following each week:

- Attend class
- Participate in class discussion and small group activity

2. Reflections (2 total, 10 points/each)

Jessica Rinaldi from the Boston Globe won the 2016 Pulitzer Prize Feature Photography for, “The life and times of Strider Wolf,” described as: “the raw and revealing photographic story of a boy who strives to find his footing after abuse by those he trusted.”

Students will view Ms. Rinaldi’s work twice during the semester and will submit a related reflection. The first reflection is submitted at the beginning of the course, and the second at its end. The purpose of the assignment is to provoke thought and reflection.

**Reflection #1- due by 11:59 a.m. on February 1st, 2017**

To complete this assignment the student will:

1. View Ms. Rinaldi’s photography at: [http://www.pulitzer.org/winners/jessica-rinaldi](http://www.pulitzer.org/winners/jessica-rinaldi)

2. Write a 2-4 page reflection after viewing the images

Questions to consider when writing:

1. How did you take in these images, describe your experience including your impressions, thoughts, feelings?
   a. What story did the images tell you?
   b. What remains unsaid/unknown?
   c. What questions did the images beg of you after viewing them?

2. What purpose do you imagine this assignment might hold in light of this particular course?

**Reflection # 2 due by 11:59 a.m. on April 5th, 2017**

To complete this assignment the student will:

1. View Ms. Rinaldi’s photography again at: [http://www.pulitzer.org/winners/jessica-rinaldi](http://www.pulitzer.org/winners/jessica-rinaldi)
2. Read the cover letter submitted by Mr. Brian McGrory to the judges of the Pulitzer Prize on behalf of Ms. Rinaldi.

3. Review the reflection you submitted at the beginning of the course

4. Write a 2-4 page reflection after completing steps 1-3. Include the following in your reflection:

   Opinion about how Mr. Mc Grory’s statement can be used to advocate for populations of children who experience maltreatment: “In its broadest meaning, this story is about more than one family. It is a devastating and uniquely revealing portrait of poverty and the power of trauma to transcend generations. It is also, ultimately, a beautiful, complex and painful story about the yearnings of the human spirit.” Compare the response you submitted at the beginning of the semester with the current reflection, what is different about your response, what is similar?

Reflection on how class content has influenced your experience the second time you viewed the images.

3. “Perceptions of Child Maltreatment” Values Exercise (10 points)
   Due by 11:59 a.m. on February 15th, 2017

As we will learn in class and from our readings, race, culture, socio-economic status, ethnicity, and even geographic location all inform our values on what constitutes child abuse and neglect outside of legal definitions. These values impact how we do our jobs, and impact how policy is made, interventions are carried out, legal sanctions, and what is reported to authorities by mandated reporters.

To become critical consumer of research and media stories of child abuse and neglect, it is crucial to begin at the beginning: you. A vital first step in becoming an effective change agent is enhancing self-awareness. Being self-aware includes understanding your personal beliefs, values, expectations and biases. You must be aware of how your own past experiences (your “filing cabinet”) will influence your beliefs about yourself, others and the world.

Without a well-developed sense of self, you may be at risk of unintentionally imposing your own values, beliefs, assumptions or expectations on your clients. You are also at increased risk for burnout in your career as a social worker. This assignment is intended to increase self-awareness as it relates to the subject matter. It is also an opportunity to consider how one’s own perspective differs from another, and to reflect on how the exercise increased self-awareness.

Your assignment is twofold:
1. Complete the survey. Then administer the survey to a person who is not a member of the class, and who identifies themselves differently than you in terms of race, ethnicity, class, gender, or sexual orientation.

2. Share your responses with each other. Discuss significant differences and similarities, and write a short (maximum 4 pages, double spaced) reflection paper in which you:

   a.) Discuss how you and your respondents’ view of: 1. Parenting and 2.) child abuse/neglect differ and possible reasons for these differences. What are implications for your practice?

   b.) Identify and discuss criteria you believe policymakers could use to distinguish between poor parenting/amoral behavior and child abuse and neglect.

Turn in the summary as well as the surveys themselves. The partner survey can be completed via interview format, but the partner’s response must be submitted as well (with non-identifying information).

4. Enrichment activity (10 points)- due by 11:59 a.m. on April 26th, 2017
Each student will attend an event outside of class related to child abuse and neglect, and produce a short summary of the event and connect it to course content. The event can be anything broadly relating to the course, and might include a lecture seminar, field trip, training, or professional conference. Students will turn in a maximum 500 word description of the event, reflect on content and make connections with assigned reading(s). The assignment demonstrates the student’s ability to connect reading material to relevant content. Students are encouraged to share what they have learned with the class. The instructor will provide students with a few ideas of events in class. Some options include:

- Institute for Research on Poverty Seminar Series (irp.wisc.edu/news/events/seminars.htm)
- Title IV-E Dialogue Series (socialwork.wis.edu/title-iv-e-dialogue-series)

5. Major assignment (45 points)
Due: by 11:59 a.m. on Wednesday, May 3rd, 2017
Primary Objective: Demonstrate critical consumption of media
Value: 45 points
Length: no specific range; not to exceed 10 pages, use one-inch margins, double-space, and select a 12-point Times New Roman font
Specific considerations: When it is necessary to reference the literature it will be noted. In the absence of guidance assume you can exercise discretion
This assignment provides an opportunity to apply knowledge gained in this course to the film, Spotlight (2015). The primary objective of the assignment is to demonstrate enhanced skills as a critical consumer of research and media stories of child abuse and neglect. You will excel at this assignment when you:

1. Read the questions, watch the film, take notes (if it helps), and make connections to the assigned readings (when requested).
2. Answer the five questions listed (handout provided week 7), incorporate personal reflections grounded in professional research you read throughout the course.
3. Before answering, appropriately assess how to respond to each question. The primary objective of this assignment is to demonstrate skills as a critical consumer of research and media. An important aspect includes knowing your audience and forum.

Each question is designed to include context (i.e., a scene or scenes from the film) and inquiry. Embedded in each question is information about your audience and the mode of your communication. For example, in the first question you are asked to provide a response to a phone call you receive from one of the reporters on the Spotlight team. In this scenario your written response will have the tone and tenure you would provide if you received such a call with a request for your expertise.

General Context about the film:

Spotlight won the 2015 Academy Award for Best Picture. It is the true story of how the Boston Globe uncovered the scandal of child sexual abuse, and the Boston Catholic Archdiocese’s efforts to conceal it.

Specifically, throughout 2002, the Spotlight team at the Boston Globe published close to 600 stories about the scandal. Two hundred and forty-nine priests and brothers were accused publically of child sexual abuse; there are an estimated number of survivors in Boston that exceeds one thousand.

At the end of the year, in December 2002, Cardinal Law resigned from the Boston Archdiocese. He was reassigned to the Basilica di Santa Maria Maggiore in Rome, one of the highest ranking Roman Catholic churches in the world.

Questions:

1. When Spotlight staff begins to interview survivors, Sasha Pfeiffer meets with Joe at a coffee shop to discuss what happened to him. They exchange the following dialogue:

Sasha: “Can you tell me specifically what happened?”
Joe: “Specifically, he molested me.”

Sasha: “Joe, I think language is going to be so important here. We can’t sanitize this. Just saying molest, isn’t enough, people actually need to know what happened.”

Sasha and Joe leave the coffee shop and walk. During it, Joe discloses some specific details of the abuse scenario. Afterwards Sasha responds: “Joe, did you ever try and tell anyone?” Joe responds, “Yeah, who a priest?”

Consider this scene and then imagine Ms. Pfeiffer calling you for your expert opinion about the process of disclosure. She suspects some of the Boston Globe readers will hear Joe’s account, and question why he didn’t tell someone after it happened. Draw from the readings assigned in week 14 to answer her question: “Based on what you know about how kids tell, how come Joe did not tell anyone about the abuse?”

Please write as though you would respond to such an inquiry over the phone, casual; and yet, professional- reference relevant literature.

2. At one point in the film, attorney Mitchell Garadino and reporter Michael Rezendes share dinner. During it, Mr. Garadino states:

“This city [Boston], these people, makes the rest of us feel like we don’t belong. But they are no better than us. Look at how they treat their children. Mark my words Mr. Rezendes, if it takes a village to raise a child, it takes a village to abuse one.”

Imagine Mr. Rezendes went on to quote Mitchell Garadino in an article with the headline, “It Happened on Our Watch.” After reading the on-line article, you scan the comments section and one in particular stands out to you:

“Mr. Garadino is absurd. To imply I’m responsible for what those men did is insulting. It’s ridiculous he suggested the average citizen in Boston would let such an abominable thing occur to its children; it’s even worse that the Boston Globe would agree with him in the form of a headline. What happened to responsible news reporting?”

Discern what is at the heart of the reader’s offense. Then respond to it as if you were providing a comment to a comment. Since the response is likely to be succinct, use readings to inform your response, but do not feel the need to reference them in the response.

Once you provide your comment, list the articles that informed your response. With each assigned reading you list provide 2-3 sentences to explain how it influenced what you wrote.
3. As the Spotlight reporters uncover more, it becomes increasingly personal for them.

When scanning the names of priest who have been categorized as unassigned, or on sick leave, Matt Carroll states: “Holy sh*t,” and then runs down the street. He stands in front of a house and states, “No frickin’ way.” He then returns home and tapes a picture of the house on the refrigerator and a piece of paper that states: “Kids. Stay away from the house at 276 Pelton Street and stay away from the men inside it.”

Robbie Robertson realizes that one of the priests from his Catholic school was one of the priests listed as being on “sick leave.”

Sasha Pfeiffer stops going to church with her Nana.

Think about what you have learned in this course, and the content of the film. Fast forward three months from now, imagine a friend or family member brings something to your attention, breaking news, and it reminds you of your experience with the class and this particular assignment.

Write what you would say about the course, the film, and how it has impacted you personally. Specifically address how it has influenced your consumption of media accounts of child abuse and neglect.

4. After working hard to uncover the scandal, Michael Rezendes meets with a Judge to request assistance accessing public records that will confirm it. The Judge reviews the records and comments, “These exhibits you’re after Mr. Rezendes are very sensitive records. When Mike retorts that the records are public, the Judge asks: “Where is the editorial responsibility in publishing records of this nature?” Michael responds, “Where is the editorial responsibility in not publishing them?”

Consider the responsibilities of both individuals. Reflect on their respective roles in our democratic society, and then provide a written argument that supports both positions. Identify which position you endorse and why.

5. As evidence mounts, the pressure to report the news to the public increases. When discussing the story, and when to publish, the editor, Marty Barron, comments “the bigger story” includes “going after the system.”

Mr. Barron was talking about the Catholic Church when he said “system;” however, earlier in the film other institutions were implicated. For example, Sasha Pfeiffer interviewed a police officer who stated: “Sure the chief knows, everybody knows, but nobody wants to cut for priests.” Likewise, when asked about whether the prosecutors know, the officer ended the conversation, stating: “You shouldn’t talk about this sh*t.”
Reflect on the reality that a number of institutions concealed what occurred in Boston and elsewhere (for example, Penn State). Consider how typical news about child abuse and neglect includes individual reports. Then, craft a response to the question: How does one examine an individual account of child abuse or neglect reported in the news and further evaluate the context in which it occurred (i.e., systems) and how they may have contributed? This response will be instructive. In other words, tell the reader what skills are necessary and how to demonstrate when the goal is to move beyond an individual account of maltreatment to system analysis.