School of Social Work, University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706
SW646: Child Abuse and Neglect
Fall Semester 2015

Instructor: Yonah Drazen, MSW
Class Day(s) & Time: Tuesdays, 3:30 pm – 5:25 pm
Location: School of Social Work, Room 110
Final Exam Date/Time: December 19, 2015, 12:25 pm – 2:25 pm
Office Hours: Tuesday, 1:30 pm – 3:00 pm and by appointment
Office: Room 128 Social Work
Email: yonah.drazen@wisc.edu

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

II. Course Overview
Social Work 646 is a required course for graduate students in the Title IV-E Program, and is an elective in the Child, Youth, and Family Welfare focus area. 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 (e.g., families in poverty or LGBT children).

This course is not intended as a specific forum for clinical training in working with children, families, or systems that deal with child maltreatment issues, but will expose students to current practice strategies, cases, and ethical dilemmas that face practitioners in social work settings. Students should gain a broad understanding of the scope, causes, ethical issues, and consequences related to child abuse and neglect, and be 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 further students’ awareness of the complex nature of child maltreatment and how this complexity engenders ethical issues and affects professional work with children and families;
• To encourage further development and awareness of personal values related to child maltreatment that potentially influence professional practice;
• To 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;
• To enhance skills to become a critical consumer of research and media stories of child abuse and neglect;
• To consider the role of poverty in the etiology of child maltreatment;
• To learn about common risk and protective factors for different forms of child maltreatment;
• To gain sensitivity about 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
• To pinpoint gaps in our knowledge base of child maltreatment and understand the implications of these knowledge deficits on our professional practice with children and their 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 in resolving ethical conflicts.  
* Apply strategies of ethical reasoning to arrive at principled decisions. | Values Exercise  
Values Exercise; major assignment option A |
| 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 | Weekly question, major assignment options A,B,C  
Summary and response assignments; major assignment options A,C  
Summary and response assignments, major assignment option B |
| 2.1.4: Engage diversity and difference in practice | * Gaining sufficient self-awareness to eliminate the influence of personal biases and values when working with diverse groups.  
* Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice | Values Exercise  
Weekly questions, values exercise, major assignment options A,B |
| 2.1.6: Engage in research-informed practice and practice-informed research | * Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice | Summary and response assignments, major assignment options A,B,C |
| 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services | * Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice | Summary and response assignments, major assignment A,C |
| 2.1.10c: Intervene with individuals, families, groups, organizations and communities | * Initiate actions to achieve organizational goals. | Weekly questions, major assignment C |
| 2.1.10d: Evaluation | * Apply research skills to analyze, monitor, and evaluate interventions in advanced practice | Summary and response assignments, major assignment A,C |
IV. Course Content & Schedule

Week 1: 8 September 2015
Introduction and Overview of Course

Week 2: 15 September 2015
What does child protection work look like?

Week 3: 22 September 2015
Values Assignment Due
Defining, measuring, and identifying child maltreatment

Week 4: 29 September 2015
Turning Stones Discussion & Neglect
Wallace, K. (July, 2014) Mom arrested for leaving 9-year-old alone at park, CNN.

Week 5: 6 October 2015
Physical Abuse

Week 6: 13 October 2015
Sexual Abuse

Week 7: 20 October 2015
Issues Affecting Older Youth


**Week 8: 27 October 2015**

**LGBTQ Youth and Foster Care**


**Week 9: 3 November 2015**

**Prevention of Child Maltreatment**


**Week 10: 10 November 2015**

**Race, Ethnicity, ICWA and Child Maltreatment**


**Week 11: 17 November 2015**

**Physical signs of maltreatment**

Guest speaker: Barbara Knox

Readings: TBA

**Week 12: 24 November 2015**

**Domestic Violence and Child Maltreatment**


**Week 13: 1 December 2015**

**Substance Use Disorders, Mental Health, and Child Maltreatment**


**Week 14: 8 December 2015**

**Consequences of Child Maltreatment, Trauma, and Trauma Informed Care**

**Week 15: 15 December 2015**

**Option A Presentations & Wrapping up**

**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. *It is essential* that students check the course website frequently for both required and recommended course material.

The book *Turning Stones*, by Marc Parent, is available through a number of booksellers. There are also a few copies at area libraries.

Throughout the semester, we will incorporate media reports on child abuse and neglect. We will review these samples of media reports on child abuse and neglect. Students are encouraged to share articles and news reports they have found pertaining to course topics.

**VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods**
The assignments for 646 offer some flexibility so that each student can focus their coursework on topics of personal and/or professional interest. However, the issues covered in every week of class are likely to be relevant across interest areas, and students are expected to read weekly material ahead of time, come to class with questions and comments, and participate in class discussions.

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 questions and participation</td>
<td>15</td>
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<tr>
<td>Perceptions of child maltreatment assignment</td>
<td>10</td>
</tr>
<tr>
<td>Summary and Response papers</td>
<td>25</td>
</tr>
<tr>
<td>Choose-your-own major assignment</td>
<td>50</td>
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Final course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</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>82-87</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 graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>Fails to meet minimal expectations in all areas, not acceptable work</td>
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**Format:** All written assignments (except email questions) are to be computer-generated and compatible with Microsoft Word (.doc or .docx format). Format these assignments using one-inch margins, double-spacing, and a 12-point serif font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, 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.

**Disputes:** If you wish to object to a grade that you receive in this course, document the reasons for your appeal in writing. Discuss how you feel the instructor may have erred in grading and what you consider the appropriate recourse. The instructor will give your concern due consideration.

**Timeliness:** Late assignments will be deducted 3 points 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.

**Assignments:**

1. **“Perceptions of Child Maltreatment” Values Exercise** (10 points)
   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 not only how we, as social work practitioners carry out our jobs, but impact how policy is made, interventions are carried out, legal sanction and even what is reported to authorities by mandated reporters.

   Your assignment is twofold:

   1) Complete the survey yourself first. Then administer the survey to a person, who is not a member of the class, and who identifies themselves as being another race or ethnicity from the racial or ethnic identity with which you identify.
   
   2) Compare your responses with that person. Discuss significant differences and similarities, and write a short (not to exceed 3 pages, double spaced, and 12 point font) summary of the differences and similarities, if any, and the implications you see for your practice.

   You will submit to the instructor the summary as well as the surveys themselves. The partner survey can be completed via interview format, but the partner response must be submitted.

   Due: 22 September 2015 by the beginning of class in the Learn@UW Dropbox. Turn in the completed questionnaires in class.

2. **Summary & Response** (2 total, each 12.5 points)
   Twice per semester, each student will complete a summary and response to the week’s assigned readings. These are short (4 or 5 double-spaced pages) papers that both provide an overview of the important take-away points from the readings (1-2 pages) and provide a response and critique to those readings. On the first day of class, the instructor will assign students the weeks they will be responsible for completing summaries.

   Summaries are due at 11:59 pm the Sunday before the class session in the Learn@UW Dropbox.

3. **Weekly Questions and Participation** (15 points)
   For each week, students must generate at least one question about the week’s reading. The question may be about a difficult portion of the week’s reading, be intended to spur class discussion, or to elicit an opinion, but must demonstrate that the student has read and processed the source on which the question is based.

   Questions are due by email (yonah.drazen@wisc.edu) at 12 noon on Monday before each class session.
4. **Major assignment.** Choose one of the following options: (50 points)

**Option A: Current issue in child maltreatment paper**
This assignment requires you to complete a review of the research literature on a current topic in child maltreatment; this topic can be around practice, policy, or an identified shortcoming in the research literature. How might practice, policy, or the research knowledge base be improved, expanded, or fixed based on what you found out?

**The assignment:** In a 12-14 page paper, provide a discussion of the state of the literature on their topic, then make recommendations to improve current child maltreatment practice, policy, or research. In the last week of class (15 December), students will present their projects to the class in a short (about 15 minutes) presentation. The last day to turn the paper in is December 19th at 11:59 pm.

**Option B: Classroom workshop on child maltreatment topics**
Facilitate a workshop on one of the semester’s weekly topics, on that week. Do you have a particular interest in one of the topics we’re covering? This will be an opportunity for you to undertake a close investigation of that subject and share your findings with the class. What are the most important take-away points and how can you help your colleagues remember it?

**The assignment:** Conduct a one-hour workshop/seminar on the weekly topic. Students may collaborate with a colleague for this assignment; students working in pairs will conduct a 90-minute workshop. PowerPoint presentations are permitted but by no means required. You are expected not to simply lecture for the hour, but to provide an interactive, involved session for your colleagues. Creativity is encouraged. Students are required to meet with the instructor at least 10 days before the workshop to discuss an outline for the workshop. Furnish the instructor with a complete bibliography of your sources during the workshop.

**Option C: (Almost) Weekly installment journal**
What’s your take on each week’s topic? How did you respond to the readings and what was presented in class? This assignment has you discuss your response to each week’s content. The purpose of this assignment is for you to integrate class content with other dimensions of your academic/professional identity. How well does the course converge with what you’ve learned in other social work classes and what you encounter in your field placement? How do you account for similarities and differences?

**The assignment:** Complete a journal consisting of 10 installments of about 600 words each. Each entry must demonstrate that you have read the week’s readings and processed what was presented in class. Journals must include some other element in each entry. This element might include your personal response, a contrasting viewpoint from another course, or an experience in your field placement (current or previous) that illuminates your take on the week’s topic.
Installments of your journal are due by noon on October 1, November 1, December 1, and December 19.

Students must notify the instructor, **in writing**, of their choices for the major assignment by 22 September 2015.
VII: Expectations

Students are expected to:

• Attend class weekly and read required materials prior to class.
• Actively participate in in-class discussion.
• Responsibly use mobile devices such as phones, tablets, and computers during class. Students are expected to minimize the use of these devices throughout 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.
• Notify the instructor if the student requires any kind of accommodation 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 to further a classroom culture of learning.

The instructor is expected to:

• Be available to students to answer questions and to 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.
• Promptly notify the students of any changes to the syllabus throughout the semester.

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.

Syllabus is subject to change

Finally, 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.