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 an elective course for BSW students and Social Welfare Majors, is a required course for undergraduate and 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.

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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</thead>
<tbody>
<tr>
<td>2.1.2: Apply SW</td>
<td>* Tolerate ambiguity in resolving ethical</td>
<td>Values Exercise</td>
</tr>
</tbody>
</table>
| 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 | Policy/ research agenda paper, weekly questions |
|---|---|---|
| 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  
In-class presentation, weekly questions |
| 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, policy/research agenda paper |
| 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, policy/research agenda paper |
| 2.1.10c: Intervene with individuals, families, groups, organizations and communities | * Initiate actions to achieve organizational goals. | Policy/research agenda paper |
| 2.1.10d: Evaluation | * Apply research skills to analyze, monitor, and evaluate interventions in advanced practice | Summary and response assignments, in-class presentation, policy/ research agenda paper |
IV. Course Content

The following is an outline of the topics and required readings to be covered in the course, in order of their presentation (the order of session topics may change due to availability of presenters). Unless otherwise specified by the instructor, these topics and readings will correspond to the dates in the outline. Please note that all readings for each course are listed as required or recommended. Additional recommended readings may be given by the instructors and/or be posted from time to time on the course website (Learn@UW).

Week 1: Tuesday, September 2, 2014: Introduction and overview of course

In our first class, we will introduce ourselves, go over the course syllabus, and review the instructor’s and students’ expectations of each other. We will conduct a quick overview of the history of child protection and recognition of child abuse and neglect.

Required Reading:

Recommended Reading

Week 2: Tuesday, September 9, 2014: What does child protection work look like?

Today we will view a film on emergency child protection work in the state of Maine. Our discussion of the film and required readings will include highlighting ethical dilemmas and ambiguities in CPS practice and on strategies to improve CPS practice. Class discussion will also include examination of how power inequities impact child protection policy and practice.

In-class film:

Required Reading:


Recommended Reading
Week 3: Tuesday, September 16, 2014: Defining, measuring, and identifying child maltreatment

Values exercise due

We will consider various issues related to defining and identifying child maltreatment. We will review and discuss the Wisconsin statutory definitions of abuse and neglect, the principles and origins of mandatory reporting, and discuss the influence of societal and personal values on definitions of child maltreatment. Differences in “risk” vs. “safety” assessment will be highlighted.

In-class exercise: Comparison of state risk/safety assessment instruments

Required Reading:


Recommended Reading:


Week 4: Tuesday September 23, 2014: Neglect

Neglect is one of the most difficult forms of maltreatment to define, and can be more easily confused with poverty than other forms of maltreatment. We will discuss several typologies and causal theories of neglect and the role of poverty in child neglect. We will also discuss the book *Turning Stones: My Days and Nights with Children at Risk*, by Marc Parent.

Required Reading:


Recommended Reading:


**Week 5: Tuesday, September 30, 2014: Physical abuse**
We will 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. We also consider various theories of why physical child abuse occurs and discuss how racial and class biases may influence definitions and reports of physical abuse. We will also consider the risk and protective factors for physical abuse that are identified in empirical literature.

**Required Reading:**


**Recommended Reading:**


**Week 6: Tuesday, October 7, 2014: Sexual abuse**
This session will include discussion on controversies in defining sexual abuse, the primary theories and risk factors associated with child sexual abuse victimization, and an overview of normative and atypical sexual behaviors in children. We will also address issues in sexual abuse disclosure by a child and the role of non-offending caregivers upon disclosure. A discussion of the impact of intra-familial sexual abuse on non-abused siblings will be explored as well. An in-class film shows survivors of childhood sexual abuse telling their stories.

**In-class film: Breaking Silence. Aquarius Productions.**

**Required Reading:**

Recommended Reading:


Week 7: Tuesday, October 14, 2014: Issues Affecting Older Youth
Older youth involved in the child welfare system have unique needs and experiences as compared to younger children. During this session will discuss how risk factors, reporting patterns, systems involvement, and child protective service responses may differ for older youth. We will also review recent trends and consider the influence of policies, programs and services regarding this population.

Required Reading:


Recommended Reading:


Week 8: Tuesday, October 21, 2014: Special Populations of Older Youth: LGBTQ Youths and Youth Aging Out of Foster Care.

Building on the previous week’s lecture and discussion, this session will focus on two of the most vulnerable groups of older youth involved child protection: youth aging out of foster care and lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth. A discussion of the relationship between different social categories such as gender, race, and sexuality will be explored. We will also review existing research in order to help us determine whether current child protective policies and services are adequate for meeting the needs of these youth.

In-class film: Foster Care's Invisible Youth. In the Life Media.
**Required Reading:**


**Recommended Reading:**

**Week 9: Tuesday, October 28, 2014: Prevention of Child Maltreatment**
We will examine specific child abuse and neglect prevention strategies, such as home-visiting programs, parent education, and interventions in early childhood and school settings. We will explore the strengths/weaknesses of the approaches. We will also examine alternative/differential response initiatives that aim to prevent maltreatment for those children at lower risk for abuse/neglect. She will also explore the difficulty of designing preventive interventions that do what they set out to do: prevent incidents of child maltreatment from happening.

**Required Reading:**


**Recommended Reading:**


**Week 10 Tuesday, November 4, 2014: Race, Ethnicity and ICWA and Child Maltreatment**

This week we discuss the complicated relationship the child welfare system has with the many different race and ethnic groups in the United States. We look at the history of the Indian Child Welfare Act, as well as the Multiethnic Placement Act and discuss the effects on child protective services.

**Required Reading:**


**Recommended Reading:**


**Week 11: Tuesday, November 11, 2014: Presentation from Barbara Knox**

**Guest Speaker:** Dr. Barbara L. Knox, MD Pediatric Child Protection Clinic Faculty, University of Wisconsin School of Medicine and Public Health. Dr. Knox’s mission for the UW Children’s Hospital Child Protection Program is to ensure the safety and well-being of infants, children and adolescents from throughout Wisconsin, Northern Illinois and Eastern Iowa. She cares for children who have been or are suspected of being victims of physical abuse, sexual abuse, neglect and factitious illness by proxy. She also provides medical review of child abuse cases for social services agencies, law enforcement and prosecutors. Her research interests include use of telemedicine for assistance with remote-guided colposcopic exams, and telemedicine for regional child abuse evaluations.

**Required Reading:** TBD
Week 12: Tuesday, November 18, 2014: Domestic Violence and Child Maltreatment

Required Reading:


Recommended Reading:


Week 13: Tuesday, November 25, 2014: Substance Use Disorders, Mental Health and Illness

Required Reading:


Recommended Reading:


**Week 14: Tuesday, December 2, 2014: Consequences of Maltreatment, Trauma and Trauma Informed Care**

**Required reading:**


**Recommended reading:**

**Week 15: Tuesday, December 9, 2014, Student Presentations**

**V. Texts and Reading Materials for the Course**
Readings are available through the Learn@UW site at the UW-Madison. Periodically, we may post additional articles to the course website—these readings will be recommended rather than required. 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, can be purchased (approx. $12) via online booksellers (e.g. Borders, Barnes and Noble, Amazon, etc.), or may be found in used bookstores in your area. A small number of books are available through the UW library system and the Madison Public library system as well.

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 the designated week’s topics. The class will discuss how these portrayals do and do not match up with what we have learned.

**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:
1. Summary & Responses (12.5% each) 25%
2. Perceptions of child maltreatment assignment 10%
3. Weekly questions & participation 10%
4. In-class presentation 15%
5. Practice/research agenda paper 35%
6. Class participation 5%

Grades are not assigned on a curve. There are no extra credit or make-up assignments. Points earned on each assignment and your final grade will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<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</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>
</tr>
</tbody>
</table>

Note about grading: Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), (3) your ability to demonstrate critical thinking, and (4) your level of effort and engagement with the course and assigned material. If there is something about an assignment that is unclear to you, it is your responsibility to bring this to the instructors’ attention. 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, document the reasons for your appeal in writing with specific attention to the four points raised above and your appeal our careful attention.

Assignments

1. “Perceptions of Child Maltreatment” Values Exercise (10% of final grade)
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
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 your racial or ethnic identity.

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.

This assignment represents 10% of your total grade and is due at the beginning of class on week 3. 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.

2. Summary & Critique (2 total, each 12.5% of final grade)
Twice per semester, each student will complete a summary and critique of the week’s assigned readings. These are short (about 4 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 instructors will assign students the weeks they will be responsible for completing summaries.

Summaries are due on Sunday, 11:59pm before the class is due. On Monday, the instructors will distribute the summaries due that week to the class to facilitate class discussion.

3. Weekly Questions (10% of final grade)
Each student will bring a printed, typeset, question to class. The question will be turned in to the instructors. 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 the source on which the question is based.

Questions are due at the beginning of each class session, starting with Week 2.

This assignment requires you to complete a review of the research literature on a current topic in child protection; this topic can be around practice, policy, or an identified shortcoming in the research literature. Students will then make recommendations to improve current child welfare practice, policy, or research. Details on this course assignment will be posted to the course website.

4½. In-Class presentation (15% of final grade)
During one of the final weeks of class, each student will present a working version of her/his research effort to the class. Students will present where they are with their research in their topic, what their proposed change will be, and why it is important to the field. In addition to practicing articulating your ideas, this will be an opportunity for classmates and the instructors to ask questions and provide feedback on your project.
Final paper due: December 16 2014, 2:45 pm.

5. **Class Participation** (5% of final grade)
Your grade for class participation is based on attendance, active participation in class discussions, and the quality of your participation (i.e., you need to demonstrate that you are prepared for class and have thought critically about the weekly readings and topics of discussion).

**Expectations**
Students are expected to:
- Attend class weekly, be on time, and read required materials prior to the lecture class. Please see Section VII of this syllabus for the attendance policy.
- Attend and actively participate in in-class discussion.
- Responsible use of mobile devices such as phones, tablets, and computers during class. Students are expected not to use a device throughout class.
- Complete all assignments as required.
- Advocate for yourself and present any questions or concerns to the instructor that may require the instructor to adjust her presentation to enhance learning for all.

The instructors are 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.

VII. **Course Policies**

**Academic Misconduct:**
Please note the following definition of academic honesty. “Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student’s own academic efforts. UWS14.03 cites that (among other things) Academic Misconduct Subject to Disciplinary Action includes an “act in which a student seeks to claim credit for the work or efforts of another without authorization or citation.”
Examples include, but are not limited to: “cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source, using another person’s ideas, words or research and presenting it as one’s own by not properly crediting the originator, etc.”

**Reading Assignments:**
Students are expected to have read 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.

**Written Assignment Policy:**
All written assignments are to be either typed or computer-generated. Format these assignments using one-inch margins, double-spacing, page numbers, 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 (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar. Citations must be in the APA style, but papers need not have APA headers title pages.

Late Assignment Policy:
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

Student Accommodations:
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. We want all students to have an excellent learning experience.

Technology in class:
A minimal level of external distractions is essential to a productive learning environment. Students are expected to minimize use of backlit devices throughout class. If we feel your use of technology is distracting (to you or to others) you may be asked to refrain from using backlit devices during class. Please see the instructors with questions on this policy.

Attendance & Class Participation Policy:
Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. Active participation is necessary in order for you and your fellow classmates are to benefit from this course. Attendance will be taken during class. If you are unable to attend class, please email the instructors prior to class so that you may receive an excused absence.

Course Content Disclaimer
This course will frequently involve discussions, readings, and films those some may find upsetting. Students who choose to may step out of the room, as necessary. If a student feels it is necessary to leave class for the remainder of the session, please follow up with either of the course instructors as soon as possible (preferably that same day), to let us know how you are doing. We expect you to return to class during the next session.

Student Behavior Policy:
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. 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. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature.
discussed in class. The following is a list of expectations of student’s display of personal integrity.

- Please turn off cell phones before entering the classroom.
- Respect another person’s viewpoint with which you may disagree.
- Respect another student’s right to be heard.
- Read the material and be prepared for class.
- Actively participate in classroom discussion.

If you have a concern that needs to be brought to the class’s attention, please speak with this instructor.

**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.

*This syllabus is subject to change.*