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

II. Course Overview
Social Work 646 is a concentration elective in the Child, Youth, and Family Welfare Concentration, and a required course for students in the Title IV-E Public Child Welfare Training Program. 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; systems- and family-level prevention models; policies that relate to or affect child maltreatment rates; cultural issues in the identification and assessment of child maltreatment; and issues unique to particular subgroups (e.g. families in poverty, minorities). There is a particular emphasis in this course on the prevention of child maltreatment.

This course is not intended as a forum for clinical training in working with children, families, or in systems that deal with child maltreatment issues. Rather, 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 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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<tbody>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>* Tolerate ambiguity in resolving ethical conflicts</td>
<td>* Turning Stones Reaction Paper</td>
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<td>* Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>* Turning Stones Reaction Paper</td>
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<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>* Identify &amp; synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice;</td>
<td>Final Paper; Global Presentation; Final Paper Presentation</td>
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<td>* Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice;</td>
<td>Final Paper Presentation</td>
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<td>* Utilize effective communication skills with diverse [parties] related to advanced practice</td>
<td>Final Paper Presentation; Global Presentation</td>
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<td>2.1.4: Engage diversity and difference in practice</td>
<td>* Gaining sufficient self-awareness to eliminate the influence of personal biases and values when working with diverse groups</td>
<td>* Turning Stones Reaction Paper; Global Presentation</td>
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<td>* Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice</td>
<td>* Turning Stones Reaction Paper; Final Paper; Global Presentation</td>
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<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>* Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice</td>
<td>Final Paper; Final Paper Presentation</td>
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<td>2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>* Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice</td>
<td>Global Presentation; Final Paper; Final Paper Presentation</td>
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<td>2.1.10c: Intervene with individuals, families, groups, organizations and communities</td>
<td>* Initiate actions to achieve organizational goals</td>
<td>Final Paper; Final Paper Presentation</td>
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<tr>
<td>2.1.10d: Evaluation</td>
<td>* Apply research skills to analyze, monitor, and evaluate interventions in advanced practice</td>
<td>Final Paper; Global Presentation</td>
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IV. Course Content
The following is an outline of the topics and required readings to be covered in this course. Unless otherwise specified by the instructor, these topics and readings will correspond to the dates in the outline. Please note that the “Required Readings” listed need to be read prior to class for the week they are assigned. “Optional” readings explore concepts for the week in greater depth or from different angles and, as the name implies, are optional for you to read.

The class is designed as a lecture class supplemented with small group discussion, in-class exercises, and student presentations. The readings, lectures, discussions, presentations, and papers are designed to help you grapple with the micro and macro issues surrounding child maltreatment as you clarify your own interests in becoming part of, and possibly a leader in, ending family violence in your community.

Week 1: 10/31/2015

PART I: Course Overview & Review of Syllabus

Part I Focus: Student introductions and review the course syllabus.

Required Readings:

PART II: CPS History, Structure, & Funding

Part II Focus: Explore the history of child protection in America and how that history continues to impact child welfare policy and practice. Describe the current structure of CPS and how federal legislation and funding sources shape that structure.

Required Readings:

Optional Readings:


Week 2: 11/7/2015
ASSIGNMENT DUE: Turning Stones reaction paper

PART I: The Epidemiology of Child Maltreatment

Part I Focus: Understand how child abuse and neglect is measured in America. Identify the prevalence of the various forms of maltreatment, demographics of abuse victims, and maltreatment trends over time.

Required Readings:

Optional Readings:


PART II: Racial Disproportionality in Child Welfare

Part II Focus: Examine the issue of racial disproportionality in child welfare from all angles. Discuss the role of special interest groups and research in the racial disproportionality debate. Grapple with the complex ways in which poverty, race, and child maltreatment intersect.

Required Readings:


Week 3: 11/14/2015
ASSIGNMENT DUE: Global Perspectives Presentation Outline

PART I: Risk Factors for Child Maltreatment
Part I Focus: Identify risk factors for child maltreatment. Consider the myriad of ways that risk factors interact and accumulate within families and communities to increase the likelihood of child maltreatment. Review how an improved understanding of risk factors can improve child welfare risk assessments and child abuse prevention programs.

**Required Readings:**

**PART II: Risk/Safety Assessment**

Part II Focus: Differentiate between clinical, consensus, and actuarial risk assessment models. Evaluate the relative strengths and weaknesses of each model. Discuss the challenges states face when implementing a risk assessment model and the different decision points in a CPS case where risk assessment is used.

**Required Readings:**


**Optional Readings:**

**Week 4: 11/21/2015**

**PART I: Sexual Abuse**

Part I Focus: Understand the scope of sexual abuse and the state-level variability in how it is defined. Consider varying explanations for the marked gender differences noted in both victims and perpetrators of sexual abuse. Review risk factors for perpetrators of sexual abuse, protective characteristics of non-offending caregivers, and the emotional/behavioral/physical consequences of sexual abuse victimization.

**Required Readings:**

PART II: Neglect

Part II Focus: Critically examine the relationship between poverty, neglect, and social justice. Explore the many ways in which neglect negatively impacts children. Use an ecological perspective to understand risk factors for neglectful parenting.

Required Readings:


Optional Readings:

Week 5: 11/28/2015

PART I: Physical Abuse

Part 1 Focus: Assess the full spectrum of behaviors that constitute physical abuse and the individual, family, and community factors that predict abusive parenting. Review the consequences of child physical abuse. Watch a video that highlights the challenges of identifying a maltreater in cases of infant death.

Required Readings:


PART II: Psychological Maltreatment
Part II Focus: Understand why researchers have found psychological maltreatment difficult to define and child protection workers have found it difficult to assess and substantiate. Consider what differentiates dysfunctional parenting from abusive parenting. Discuss the co-occurrence of psychological maltreatment with other forms of child abuse and how this co-occurrence negatively impacts the developmental trajectory of children.

**Required Readings:**


**Week 6: 12/5/2015**

**PART I: Unborn Child Abuse**


**Required Readings:**


**PART II: Substance Abuse & Child Maltreatment**

Part II Focus: Understand the scope of parental drug use and its impact on children. Focus special attention on methamphetamine and the unique ways in which this drug impacts the safety of children. Develop a multi-disciplinary protocol for intervening with “drug endangered children.”

**Required Readings:**

**Week 7: 12/12/2015**  
**ASSIGNMENT DUE: Final Paper**

**PART I: Domestic Violence and Child Maltreatment**

Part 1 Focus: Consider the co-occurrence of domestic violence and child maltreatment and the implications of this overlap for both systems. Critically assess how CPS responds to domestic violence – particularly cases involving exposure to domestic violence, policies related to “failure to protect,” and challenges around engaging fathers/batterers. Discuss ways to improve collaboration between DV and child welfare agencies.

**Required Readings:**

**PART II: Alternative Response**

Part II Focus: Define Alternative Response (also referred to as Differential Response) and the values it is based on. Examine some of the challenges that states/counties struggle with when implementing an Alternative Response “system” within their jurisdiction.

**Required Readings:**


**Week 8: 12/19/2015**  
**ASSIGNMENT DUE: Final Paper Presentation**

**PART I: Prevention**

Part 1 Focus: Create a child maltreatment prevention program that builds on concepts learned over the course of the semester.

**Required Readings:**
PART II: Presentations of Final Paper

Part II Focus: Present final paper presentations.

V. Course Texts and Reading Materials

Required Text:

Other required and optional readings will be available through Learn@UW. Readings may be added during the semester. These readings will be announced in class and posted on Learn@UW.

VI. Evaluation of Student Outcomes: Expectations, Grading Criteria, and Assignments

Expectations

Students are expected to:
- Attend class weekly and read required materials prior to class. Please see Section VII of this syllabus for the attendance policy.
- Actively participate in class discussions.
- Turn off all cell phones during class. Refrain from using the internet for anything other than directed class work. If you experience a personal or family crisis, please notify the instructor upon arriving for class, or beforehand, that you may need to respond to a call during class. If you are on-call for work please notify the instructor prior to the beginning of class.
- Complete all assignments as required and by their due dates.
- Refrain from using a paper written for another course to meet an assignment requirement for this course.
- Advocate for yourself and present any questions or concerns to the instructor that may require the instructor to adjust his presentation to enhance learning for all.

The instructor is expected to:
- Be available to students to answer questions and respond to 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.

Grading Criteria

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<tr>
<th>Points</th>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding; surpasses expectations in all areas</td>
</tr>
</tbody>
</table>
88-93  A/B  Surpasses expectations in many areas
82-87  B  Meets minimum expectations in all areas
76-81  B/C  Meets expectations in some areas; but is below expectations in others
70-75  C  Below expectations in most areas; not acceptable graduate level work
64-69  D  Below expectations in all areas
< 64  F  Course failure

Note about grading: 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 job to bring this to the instructor’s attention. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing with specific attention to the four points raised above and I will give your appeal my careful attention.

Assignments

Students will be evaluated on the following assignments:

1. *Turning Stones* reaction paper  25 points
2. Global perspectives presentation  15 points
3. Final paper – current topic in child protection  40 points
4. Final paper presentation  15 points
5. Class participation  5 points

There are no extra credit or make-up assignments.

1. **Turning Stones Reaction Paper (30 points; due 11/7/2015 at 9:00am)**

Papers should be 3-4 pages maximum, double spaced, 12-point font, and standard margins (1” top/bottom and 1 1/4” sides).

Address the following questions in your reaction paper:

a. Choose one case example from the book. Using this case, identify and describe one striking ethical dilemma related to CPS work. Clearly explain what makes it an ethical dilemma. How might you have dealt with such an issue? Why?

b. Choose a different case example from the book and describe two or more systemic factors that negatively affected the investigation. Describe how these systemic factors influenced the investigation? Suggest one or more potential solutions for the systemic factors you identified.

2. **Global Perspectives on Child Protection Presentations (15 points; 1 Page Outline Due 11/14/2015 at 9:00am)**

Presentations are 8 minutes long and will be spread out over a number of classes; presentation dates will be assigned by the second week of class.

For this presentation pick another country in the world and learn (by searching the internet,
reviewing literature, or interviewing someone who has immigrated recently from that country and can speak to a reasonable level of knowledge about the topic) what you can about how their child protective services system is structured. Be sure to address these three points in your presentation:

a. Who is responsible for protecting children from abuse? Briefly describe how that person/agency carries out their role.

b. How do cultural values and beliefs and/or socioeconomic conditions shape or reflect the country’s response to child maltreatment?

c. Compare/contrast the country’s child protection system to America’s model.

Submit a one page outline of your presentation and a separate reference list. This outline can be in bulleted or paragraph format. You should use complete sentences and proper grammar. The outline must answer/address the three points above. On the day of your presentation provide the instructor with a paper copy of your outline and any presentation slides you may be using.

3. Final Paper – Analysis of Current Topic in Child Protection (40 points; due 12/12/2015 at 9:00am)

Papers should be 6-8 pages maximum (excluding title page and bibliography), double spaced, 12-point font, and standard margins (1” top/bottom and 1 1/4” sides).

This assignment requires you to utilize research literature to discuss a current topic in child protection and then make recommendations to improve child welfare practice in this area.

The Final paper must include these four sections:

a. An Introduction section with a thesis statement and description of the selected child protection topic.

b. A Background and Findings section that includes a synthesis of 4–7 relevant studies on your topic that will inform your later Recommendations. Also, discuss any strengths/weaknesses you see for this topic’s research base.

c. A Discussion section with a clear and concise analysis of the research findings and the implications for social work practice – particularly the practice areas addressed in the Recommendations section.

d. A Recommendations section with two or more practical, meaningful, and research-supported recommendations for organizational practice/policy improvements and, if applicable, recommendations for further agency research.

4. Final Paper Presentation (10 points; due 12/19/2015)

Presentations are 8 to 10 minutes long with a 5 minute Q&A portion.

Present the Recommendations from your Final paper to a group of state child welfare administrators. Inform them of your recommendations and the rationale behind those recommendations. Your classmates will play the role of the decision making body and will assess your presentation through the eyes of that decision maker – not as fellow social workers. Your score will be the average from the decision making body’s score sheets. If you choose to use handouts in your presentation please provide enough for each of the decision makers and one for the instructor. A projector will NOT be available for presentations.
The child welfare administrators will assess your presentation in three primary areas:

a. How clearly are you able to describe your child protection topic and the salient research findings which impact your recommendations?

b. How persuasive is your argument for your organizational policy/practice improvements?

c. Overall presentation – demonstrated preparedness, professionalism, quality of handouts if used, responsiveness to questions, presentation stayed within allotted timeframe, etc.

5. Class Participation (5 points)
Your grade for class participation is based on 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).

VII. Course Policies

Attendance Policy
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

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.

Absence

- 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:
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade.
  ~ The second unexcused absence will place the student at risk for failing the course.
  ~ 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 for excused and unexcused absences. Students in SW646 will be required to complete a 4-page reaction paper on the missed week's readings and class content.
- 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 should contact the instructor prior to the start of class to be considered for an *excused* absence.

Inclement Weather Policy
- If there is inclement weather across the Program area, 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 he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work will be assigned.
- If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

**Late Assignment Policy**
Assignments are due at 9:00am on the day indicated in this syllabus unless noted otherwise. Points will be deducted from the final score of the assignment for each 24-hour period it is late.

**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.

**Students with Disabilities**
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. I want all my students to have an excellent learning experience.

**Code of Ethics, Professional Conduct & Plagiarism**
Official Statement: “Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, 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 and in the preparation of course assignments.”