

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706**

**SW 646: Child Abuse and Neglect, section 001
Fall 2018**

Instructor: Jennifer Fahy, Associate Faculty Associate

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Credits: 2 graduates, 3 undergraduates

Canvas Course URL: <https://canvas.wisc.edu/courses/117013>

Office Hours: By appointment

Class Time: Thursdays, 6pm-8pm

Location: Social Work 106

Instructional Mode: Face-to-face

I. COURSE DESCRIPTION

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

Attributes and Designations: (S-A) For Undergraduates, this course counts as Liberal Arts and Sciences credit in L&S.

This course also counts toward the 50% graduate coursework requirement for graduate students.

Requisites: Soc work/welfare major

How credit hour is met: Graduate students take this course for two credits. Undergraduates take this course for three credits. This class meets for two 60 minute class periods each week over the fall semester and carries the expectation that graduate and undergraduate students will work on course learning activities (reading, writing, and studying) for about 2 hours out of classroom for every class period weekly. In addition, undergraduates are expected to engage in an additional 15 hours of out of class time work during the course of the semester. The syllabus includes additional information about meeting times and expectations for student work.

II. COURSE OVERVIEW

Social Work 646 is an elective course in the Children, Youth and Family Welfare focus area open to undergraduate BSWs, Social Welfare majors and MSW students. This is 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 who are overrepresented in the Child Welfare system, for example, families who live in poverty and families of color.

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, it will expose students to current policy and practice strategies, cases, and ethical dilemmas that face practitioners in social work settings where children are in the client pool. Students will gain a broad understanding of the scope, causes, ethical issues, and consequences related to child abuse and neglect, and will be able to apply this knowledge in a wide range of settings that deal with child development, child protection and the companion systems that exist to serve children and their families.

III. LEARNING OUTCOMES: COMPETENCY DESCRIPTIONS AND DIMENSIONS

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field

experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. COURSE CONTENT

Week/ Date	Topics	In-Class Activities	Required Readings, Articles, Videos (to be completed before date of class)	Assignment Due
1 9/6/18	<ul style="list-style-type: none"> • Introductions • Course & syllabus overview • Brief history of child protection field • Examine personal values & child maltreatment 	<p><u>In-class exercises:</u> Values & perceptions of child maltreatment exercise</p>	<ul style="list-style-type: none"> • Myers, J.E.B. (2011). A short history of child protection in America. In J.E.B. Myers (Eds.), <i>The APSAC Handbook on Child Maltreatment</i> (3rd ed., pp. 3-15). Thousand Oaks, CA: SAGE Publications, Inc. • Bergner, D. (2006, July 23). The case of Marie and her sons. <i>The New York Times Magazine</i>. https://www.nytimes.com/2006/07/23/magazine/23welfare.html 	
2 9/13/18	<ul style="list-style-type: none"> • Federal and Wisconsin statutory definitions of abuse/neglect • Mandated reporting • Prevalence of abuse/neglect in U.S. & critical examination of data sources 	<p><u>Discussions:</u> Why is child abuse & neglect difficult to define and measure?</p> <p><u>In-class exercises:</u> How to search legal statutes and codes</p>	<ul style="list-style-type: none"> • How the Child Welfare System Works. (2008). Child Welfare Information Gateway, available at http://www.childwelfare.gov/pubs/factsheets/cpswork.cfm • Levi, B. H., & Portwood, S. G. (2011). Reasonable suspicion of child abuse: finding a common language. <i>The Journal of Law, Medicine & Ethics</i>, 39(1): 62-69. 	Values reflection paper
3 9/20/18	<ul style="list-style-type: none"> • Examine experiences of parents, children, workers, & agencies involved in child protection 	<p><u>Discussion:</u> Power dynamics in child protection</p> <p><u>In-class videos:</u> <i>Frontline: Failure to Protect, Part Two</i>. Public Broadcasting Service (PBS).</p>	<ul style="list-style-type: none"> • **Gladstone, J., Dumbrill, G., Leslie, B., Koster, A., Young, M., & Ismaila, A. (2014). Understanding worker-parent engagement in child protection casework. <i>Children and Youth Services Review</i>, 44, 56-64. • **Dumbrill, G. C. (2006). Parental experience of child protection intervention: A qualitative study. <i>Child Abuse & Neglect</i>, 30: 27-37. • It's Not Just a Job - A Realistic Preview of a Career in Child Protective Services (Aug 25 2009) available at: 	CANVAS Discussion Board

Week/ Date	Topics	In-Class Activities	Required Readings, Articles, Videos (to be completed before date of class)	Assignment Due
			https://www.youtube.com/watch?v=oZ-vXw3-604	
<p align="center">4 9/27/18</p>	<ul style="list-style-type: none"> Physical abuse 	<p><u>Discussions:</u> 1) Cultural, personal, and empirical perspectives on spanking/corporal punishment; 2) What is shaken baby syndrome & impacted babies? 3) Possible signs of physical abuse (PA) & conditions that can be confused with PA</p>	<ul style="list-style-type: none"> Gershoff, E.T. (2008). <i>Report on physical punishment in the United States: What research tells us about its effects on children</i>. Columbus, OH: Center for Effective Discipline. Rethinking Shaken Baby Syndrome (June 29, 2011) available at: https://www.npr.org/2011/06/29/137471992/rethinking-shaken-baby-syndrome **Lee, S. J., Guterman, N. B., & Lee, Y. (2008). Risk factors for paternal physical child abuse. <i>Child Abuse & Neglect</i>, 32, 846-858. **Azar, S. T., Miller, E. A., McGuier, D. J., Stevenson, M. T., O'Donnell, E., Olsen, N., & Spence, N. (2016). Maternal social information processing and the frequency and severity of mother-perpetrated physical abuse. <i>Child Maltreatment</i> 21(4): 308-316. 	<p align="center">CANVAS Discussion Board</p>
<p align="center">5 10/4/18</p>	<ul style="list-style-type: none"> Neglect Role of poverty in abuse & neglect 	<p><u>Discussion:</u> 1) Possible signs of neglect; 2)Special topics: Failure to thrive & Munchausen by Proxy</p> <p><u>In-class video:</u> British Broadcasting Corporation (Bevington, B. & Wilkinson, M.). Nine Months in the Bronx: Don't Take My Baby. Retrieved from http://www.bbc.com/news/video_and_audio/features/world-us-canada-</p>	<ul style="list-style-type: none"> **Mennen, F.E., Kihyun, K., Sang, J. Trickett, P. K. (2010). Child neglect: Definition and identification of youth's experiences in official reports of maltreatment. <i>Child Abuse & Neglect</i>, 34, 647-658.. **Fong, K. (2017). Child welfare involvement and contexts of poverty: The role of parental adversities, social networks, and social services. <i>Children and Youth Services Review</i>, 72, 5-13. BBC News (2018, May 6) Why Utah now has first 'free-range' parenting law available at: http://www.bbc.com/news/world-us-canada-43997862 	<p align="center">CANVAS Discussion Board</p>

Week/ Date	Topics	In-Class Activities	Required Readings, Articles, Videos (to be completed before date of class)	Assignment Due
		36543406/36543406		
6 10/11/18	<ul style="list-style-type: none"> Sexual abuse 	<p><u>Discussion:</u> Possible signs of sexual abuse</p> <p><u>In-class video:</u> Jewish Sex Abuse Victim From New Square Speaks Out available at: https://www.youtube.com/watch?v=AB1Erb0wMCU</p>	<ul style="list-style-type: none"> **Anderson, G. D. (2016). The Continuum of Disclosure: Exploring Factors Predicting Tentative Disclosure of Child Sexual Abuse Allegations During Forensic Interviews and the Implications for Practice, Policy, and Future Research. <i>Journal of Child Sexual Abuse, 25</i>(4): 382-402. **Saewyc, E.M., Skay, C.L., Pettingell, S.L., Reis, E.A., Bearinger, L., Resnick, M., Murphy, A., and Combs, L. (2006). Hazards of stigma: The sexual and physical abuse of gay, lesbian, and bisexual adolescents in the United States and Canada. <i>Child Welfare, 85</i>(2), 195-213. **Softestad, S., Toverud, R. (2011). Parenting conditions in the midst of suspicion of child sexual abuse (CSA). <i>Child and Family Social Work, 17</i>, 75-84. 	CANVAS Discussion Board
7 10/18/18	<ul style="list-style-type: none"> Emotional abuse & neglect 	<p><u>Discussions:</u> Possible signs of emotional abuse/neglect</p> <p><u>In-class video:</u> InBrief: The Science of Neglect available at: https://developingchild.harvard.edu/science/deep-dives/neglect/</p> <p><u>In-class exercise:</u> CPS case study group work; Mandated reporter post-test</p>	<ul style="list-style-type: none"> Glaser, E. (2011). How to deal with emotional abuse and neglect: Further development of a conceptual framework (FRAMEA). <i>Child Abuse & Neglect, 35</i>, 866-875. **Spinazzola, J., Hodgdon, H., Liang, L.J., Ford, J.D., Layne, C.M., Pynoos, R., Kisiel, C. (2014) Unseen wounds: The contribution of psychological maltreatment to child and adolescent mental health and risk outcomes. <i>Psychological Trauma: Theory, Research, Practice, and Policy, 6</i>(S1), S18-S28. 	CANVAS Discussion Board

Week/ Date	Topics	In-Class Activities	Required Readings, Articles, Videos (to be completed before date of class)	Assignment Due
8 10/25/18	<ul style="list-style-type: none"> Risk & safety assessment Parental protective capacities Interactions with systems that regularly intersect with CPS 	<p><i>In-class exercise:</i> Comparison of state risk/safety assessment instruments</p>	<ul style="list-style-type: none"> View Wisconsin caseworker pre-service training (21 mins) at https://media.wcwpds.wisc.edu/preservice/safety/s01/presentation.html **Mendoza, N. S., Rose, R. A., Geiger, J. M., Cash, S. J. (2016). Risk assessment with actuarial and clinical methods: Measurement and evidence-based practice. <i>Child Abuse & Neglect</i>, 61, 1-12. Kids robbed of their childhood: Investigating child abuse cases (Oct 25, 2012) available at: http://www.wkow.com/story/19914423/kids-robbed-of-their-childhood-investigating-child-abuse-cases 	CANVAS Discussion Board
9 11/1/18	<ul style="list-style-type: none"> Parenting & culture, race & ethnicity Racial disproportionality in child protection 	<p><i>Discussions:</i> Dane County's Race to Equity Project</p>	<ul style="list-style-type: none"> Fontes, L.A. (2005). Assessing diverse families for child maltreatment in <i>Child Abuse and Culture: Working with Diverse Families</i> (pp. 58-82). New York: Guilford Press. Ortega, R. M., Coulborn Faller, K. (2011). Training child welfare workers from an intersectional cultural humility perspective: a paradigm shift. <i>Child Welfare</i>, 90(5), 27-49. Racial disproportionality and disparity in child welfare. (2016). Child Welfare Information Gateway, available at https://www.childwelfare.gov/pubPDFs/racial_disproportionality.pdf 	CANVAS Discussion Board
10 11/8/18	<ul style="list-style-type: none"> Prevention of child maltreatment Alternative/differential response 	<p><i>Discussions:</i> Wisconsin prevention program examples: home-visiting and parenting programs</p>	<ul style="list-style-type: none"> Daro, D., & Dodge, K. A. (2009). Creating community responsibility for child protection: possibilities and challenges. <i>The Future of Children</i>, 19(2): 67-93. Waldfogel, J. (2009). Differential Response, in Dodge, K. & Lambelet Coleman, D. (Eds.), <i>Preventing Child Maltreatment: Community Approaches</i> (pp. 139-155). New York: Guilford Press. Keddell, E. (2014). The ethics of predictive risk modelling in the Aotearoa/New Zealand child welfare 	CANVAS Discussion Board

Week/ Date	Topics	In-Class Activities	Required Readings, Articles, Videos (to be completed before date of class)	Assignment Due
			context: Child abuse prevention or neo-liberal tool? Critical Social Policy 35(1): 69-88.	
11 11/15/18	<ul style="list-style-type: none"> • Domestic/Intimate Partner Violence • Criminal justice involvement 	<i>In-class activity:</i> Writing an effective issue brief	<ul style="list-style-type: none"> • **Renner, L.M., Slack, K.S., and Berger, L.M. (2008). A descriptive study of intimate partner violence and child maltreatment: Implications for child welfare policy, in D. Lindsey and A. Shlonsky (Eds.), <i>Child Welfare Research: Advances for Practice and Policy</i> (pp. 154-172). New York: Oxford University Press. • Berger, L. M., Cancian, M., Cuesta, L., & Noyes, J.L. (2016). Families at the intersection of the criminal justice and child protective services systems. <i>The ANNALS of the American Academy of Political and Social Science</i>, 665(1), 171-194. 	CANVAS Discussion Board
NO CLASS – THANKSGIVING BREAK				
11/22/18				
12 11/29/18	<ul style="list-style-type: none"> • Parental substance abuse • Prenatal substance exposure 	<i>Discussion:</i> Federal Regional Partnership Grants: Lessons learned about best practice models for substance-abusing parents	<ul style="list-style-type: none"> • Anthony, E.K., Austin, M.J., Cormier, D.R. (2010). Early detection of prenatal substance exposure and the role of child welfare. <i>Child and Youth Services Review</i>, 32, 6-12. • **Berger, L.M., Slack, K.S., Waldfogel, J., & Bruch, S.K. (2010). Caseworker perceived caregiver substance abuse and child protective services outcomes. <i>Child Maltreatment</i>, 15, 199-210. • **Rockhill, A., Green, B.L., and Furrer, C. (2007). Is the Adoption and Safe Families Act influencing child welfare outcomes for families with substance abuse issues? <i>Child Maltreatment</i>, 12(1), 7-19. 	Topic Chosen for Issue Brief CANVAS Discussion Board
13 12/6/18	<ul style="list-style-type: none"> • Trauma-informed CPS practice 	<i>In-class activities:</i> Values & perceptions of child maltreatment exercise –	<ul style="list-style-type: none"> • CW360: Trauma-informed child welfare practice (Winter 2013). Center for Advanced Studies in Child Welfare: 	Issue Brief Due 12/13/18

Week/ Date	Topics	In-Class Activities	Required Readings, Articles, Videos (to be completed before date of class)	Assignment Due
		re-test and reflections <i>In-class activities:</i> Course evaluations	University of Minnesota School of Social Work. Pages 4-13. <ul style="list-style-type: none"> **Salloum, A., Kondrat, D. C., Johnco, C., & Olson, K. R. (2015). The role of self-care on compassion satisfaction, burnout and secondary trauma among child welfare workers. Children and Youth Services Review, 49, 54-61. 	

****Indicates required readings that are empirical and may be used for Empirical Reading Review assignment.**

V. TEXT AND READINGS MATERIALS

All required readings, videos and podcasts will be available through the SW646 Canvas Course site.

Course Web Site: <https://canvas.wisc.edu/courses/117013>

- Please ensure that you have enabled your notifications for this course in CANVAS.
- Assignment submission in CANVAS is required. Grades will also be available in CANVAS.

VI. EVALUATION: ASSIGNMENTS, GRADING AND METHODS

Assignment	Due Date	Max Points
Participation & Attendance	Ongoing	10
CANVAS Discussion Board	Weeks 3-12	20
Values Reflection Paper	September 13 2018	20
Empirical Reading Review	Variable (see below)	20
Issue Brief	December 13 2018	30
Total Points		100

Each of the above components is worth 100 points, and these components are then weighted (i.e., multiplied by .1, .2, .2, .2, & .3 respectively) to arrive at your final grade. There are no extra credit or make-up assignments.

Assignment Descriptions, Instructions and Grading Criteria:

Participation & Attendance (Ongoing, 10 points):

In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. You will need to demonstrate that you are prepared for class and have thought critically about the weekly readings and topics of discussion. Participation will be based on both the quantity and the quality of your comments and questions during class. Attendance will be also taken at the beginning of class and counted in this portion of your grade. If you are unable to attend class, please email me prior to class so that you can receive an excused absence and make-up work assigned (Please see Attendance Policy below).

Values Reflection Paper (6pm September 13 2018, 20 points):

Race, gender, 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, proceed in our duties, but impact how policy is made, how interventions are carried out, how legal sanctions are imposed, and what is reported to authorities by mandated reporters. For this assignment, you will:

1. Complete the values survey yourself first (available on course CANVAS page). Then have the survey completed by a person who identifies her or himself as being from a race/ethnicity other than yours.
2. Share your responses with that person, and vice versa. Discuss any significant differences that you see.
3. Write a short (2-3 pages maximum, double-spaced, 12 point font, 1" margins) reflection paper in which you:
 - 1.) Discuss how your and your respondents' view of a) parenting and b) child abuse/neglect differ.
 - 2.) What are possible reasons for these differences?
 - 3.) What are implications for your practice?

Your paper and a copy of your values survey must be submitted to the corresponding CANVAS folder. Your partner's survey can be done via interview format, but your partner's responses (no identifying information) must be submitted to CANVAS as well. This assignment is due by the beginning of class (6pm) on week 2 (September 13, 2018). The grading rubric for this assignment is found in Appendix B of this syllabus and on CANVAS.

CANVAS Discussion Board (Wednesday by midnight, Weeks 3-12, 20 points for graduate students and 10 points for undergrad students):

A goal of this course is to encourage in-depth reading that leads to interaction with and application of the course material. To this end, all students are required to write ONE posting (one to two paragraphs in length) each week on the CANVAS discussion board. The instructor will provide a prompt related to concepts from one or more of the week's assigned readings for students to respond to. In addition, your posting must include ONE question that you believe will stimulate lively, insightful classroom discussion on the topic. Your posting should demonstrate that you have carefully read the material, understand its content, and can extrapolate information to practice and policy situations. Students are encouraged to incorporate reading materials by referring to them in their writing using the first author's last name or the title of the article (full APA reference or citation not needed). Postings must be submitted on CANVAS by midnight each Wednesday so that the instructor can review your potential discussion questions in time for class meetings.

Undergraduate students ONLY – CANVAS Discussion Post #2 (Wednesday by midnight, Week 3-12, 10 points for undergrad only):

To enhance undergraduate students' learning of the course content, they will be required to complete a second discussion post on the CANVAS discussion boards due for weeks 3-12 of the course. The instructor will provide a link to additional content for the student (e.g. article, video, or on-line learning module) followed by a prompt for the student to respond to. Student will write a one to two paragraph post in response to the instructor's prompt. Your posting should demonstrate that you have carefully consumed the material, understand its content, and can extrapolate information to practice and policy situations. Students are encouraged to incorporate reading materials by referring to them in their writing using the first author's last name or the title of the article (full APA reference or citation not needed). Postings must be submitted on CANVAS by midnight each Wednesday that they are assigned.

Empirical Reading Review (Due by 6pm on date student's empirical article is assigned for class, 20 points):

Papers should be 3 pages **maximum**, double spaced, 12-point font, and standard 1" margins. For this assignment, you will critique the substantive information in one of the empirical readings for this course. The readings marked with a double asterisk ** in the syllabus are considered empirical. **YOU ARE REQUIRED TO COMPLETE ONLY ONE EMPIRICAL READING REVIEW.**

The critique should include:

1. An assessment (strengths, limitations) of the study design, methods, and/or measures.
2. Thoughtful discussion of how the results of this study could inform social work and/or child protection practice

given the study's strengths and limitations.

3. At least 2 research questions that the author did NOT address in the study that should be addressed to better inform social work and/or child protection practice in this area. Why should these questions be studied?

The content should demonstrate a critical reaction to the reading, not only a summary or statement of delight or disgust re: the content or topic. You are expected to be an intelligent consumer of research content, based on comparisons of related material, your education and experience, and the applicability of the material to your practice.

The critical reading reviews are due at the beginning (6pm) of the class session in which the reading will be discussed. If you miss this deadline, you must choose a different week on which to base your critical review. Adherence to the APA rules for citations is expected (<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>). The grading rubric for this assignment is found in Appendix C of this syllabus and on CANVAS.

Issue Brief (6pm on December 13 2018, 30 points):

For this assignment, students will write an issue brief (2-3 pages **maximum, single-spaced**, 12-point font, standard 1" margins, bolded headings) on a focused topic related to child protection or child maltreatment prevention. The instructor will provide guidance on writing an issue brief and ideas for potential topics during class on November 15, 2018. Students will need to post their chosen topic to CANVAS by 6pm November 29, 2018 at the latest. An issue brief provides information, guidance or recommendations about an issue or problem to the audience or decision-maker. It must be well-organized, clearly written and succinct, with a logical connection between the background information, evidence and conclusions/recommendation. The reader should be able to identify the essential points in a quick scan of the memo (particularly the section headings and topic sentences). Students will be required to complete a literature review on their chosen topic and incorporate at least 5 references (which can include materials read or referenced in class). The instructor will provide resources about writing an effective issue brief and examples on CANVAS. The grading rubric for this assignment is found in Appendix D of this syllabus and on CANVAS.

Grading Scale: Final grades will be assigned with the following grading scale for graduate courses:

A	94-100	Outstanding; surpasses expectations in all areas
AB	88-93	Surpasses expectations in many areas
B	82-87	Meets expectations in all areas
BC	76-81	Meets expectations in some areas; below in others
C	70-75	Below expectations in most areas, not acceptable graduate work
D	64-69	Below expectations in all areas
F	<64	Fails to meet minimal expectations in all areas, not acceptable work

Grading Questions

Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn 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), and (3) your ability to demonstrate critical thinking. If there are assignment instructions that are unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your instructor, who will give your concerns fair and careful attention.

Assignment Format

All written assignments (except email questions) are to be computer-generated and compatible with Microsoft Word (.doc, pdf, or .docx, formats). All papers (not the Discussion Board) should 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.

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.

VII. COURSE POLICIES

Attendance Policy

A. 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.

B. 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:
 - 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 3-page reaction paper on the missed week's readings. The details of this assignment are on the CANVAS course webpage.
 - 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 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.
- ~ The first unexcused absence will result in a student's grade being dropped one half letter grade (for example, from an A to an AB).
- ~ The second unexcused absence will place the student at risk for failing the course.
- 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 cancelled due to inclement weather, students should check their email for instructions for how to engage in class material for that day.
 - ~ 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.

Expectations

Students are expected to:

- Attend class weekly and read required materials prior to the lecture class.
- Attend and actively participate in in-class discussion.
- **Technology in class:** A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. You will be able to check messages during breaks each class session. (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.) Laptop and tablet computers may be used only for *unobtrusive* note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time unless instructed to do so by the instructor.
- Complete all assignments as required.
- Respond to any requests by the instructor to re-write assignments due to deficiencies in the written product, including grammar and or APA style requirements.
- Advocate for yourself and present any questions or concerns to the instructor that may require the instructor to adjust presentation to enhance learning for all.

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.

Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706.

The instructor supports students' needs to request academic accommodations due to disabilities. Please advise me if you have such a need early in the term either in person or via email so the class can work as well as possible for you. If you have a McBurney Faculty Notification Letter, please provide it to me as additional guidance for arranging the accommodations you may need for this class. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

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.

Code of Ethics, Professional Conduct & Plagiarism:

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.

Plagiarism

The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.1 Demonstrate ethical and professional behavior Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas.</p> <p>Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior.</p> <p>Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective.</p> <p>Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>Lecture, reading, assignments and discussion related to dimensions of ethics in CPS practice and the intersectionality of multiple factors affecting those ethics, using NASW Code of Ethics (K, V, C&AP)</p> <p>Instructor will provide examples of ethical challenges, potential and actual responses, and consequences for choosing each. (K, V, C&AP)</p> <p>Discussion board posts (K, V, C&AP)</p> <p>Values reflection paper (K, V, C&AP)</p>	<p>Weeks 1-13</p> <p>Weeks 1, 2, 3, 4, 7, 8, 13</p> <p>Syllabus p.8</p> <p>Syllabus p. 7</p>
<p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</p> <p>They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality,</p>	<p>Lecture, readings, and discussion related to dimensions of diversity and difference in practice. (K, S, V, C&AP)</p> <p>Videos & in class activities related to dimensions of diversity and difference in practice. (K, V, S, C&AP)</p> <p>Discussion board posts (K, V, C&AP)</p> <p>Values reflection paper (K, V, C&AP)</p>	<p>Weeks 1, 3, 5, 6, 9, 13, 14</p> <p>Week 1, 3, 5, 6, 9, 13</p> <p>Syllabus p. 8</p> <p>Syllabus p. 7</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>sex, sexual orientation, and tribal sovereign status.</p> <p>Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice.</p> <p>They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Empirical Reading Review (K, V, S, C&AP)</p> <p>Issue Brief (K, V, S, C&AP)</p>	<p>Syllabus p. 8</p> <p>Syllabus p. 9</p>
<p>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>Lecture, readings, and discussion related to the advancement of human rights and social, economic, and environmental justice. (K, S, V, C&AP)</p> <p>Videos & in class activities related to the advancement of human rights and social, economic, and environmental justice. (K, V, C&AP)</p> <p>Discussion board posts (K, V, C&AP)</p> <p>Issue Brief (K, V, S, C&AP)</p>	<p>Weeks 2, 3, 4, 5, 6, 7, 9, 10, 13</p> <p>Weeks 2, 3, 5, 6, 9, 13</p> <p>Syllabus p.8</p> <p>Syllabus p. 9</p>
<p>2.1.4 Engage in Practice-informed Research and Research-informed Practice</p> <p>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area.</p> <p>They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.</p> <p>Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multidisciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</p>	<p>Lecture, readings, videos, assignments and discussion related to dimensions of evidence based resources and approaches within CPS practice. (K, S, V, C & AP)</p> <p>Focus on assessment strategies, intervention paradigms, and response types in CPS practice. (K, S, V, C & AP)</p> <p>Discussion board posts (K, V, C&AP)</p> <p>Empirical Reading Review (K, V, S, C&AP)</p> <p>Issue Brief (K, V, S, C&AP)</p>	<p>Weeks 3-14</p> <p>Weeks 2-14</p> <p>Syllabus p. 8</p> <p>Syllabus p. 8</p> <p>Syllabus p. 9</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.5 Engage in Policy Practice Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in a focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in a focus area, the role of policy in service delivery, and the role of practice in policy development in a focus area.</p> <p>Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within a focus area practice setting at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in a focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in a focus area.</p>	<p>Lecture, readings, videos, assignments and discussion related to dimensions of local, state and national policies in CPS practice with emphasis on the role of the CPS response by social workers in assessment and intervention. Understanding of companions agencies/systems that intersect with child protection. (K, S, V, C & AP)</p> <p>Discussion board posts (K, V, C&AP)</p> <p>Issue Brief (K, V, S, C&AP)</p>	<p>Weeks 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14</p> <p>Syllabus p. 8</p> <p>Syllabus p. 9</p>
<p>2.1.6: Engage with Individuals, Families, Groups 2.1.6. Engage with Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>Lectures, readings, videos, discussions, and in-class activities related to skills and strategies for engaging with individuals, families, and group to maintain or secure safety for children (K, S, V, C&AP)</p>	<p>Weeks 1, 3, 5, 6, 7, 8, 9, 13</p>
<p>2.1.7: Assess Individuals 2.1.7. Assess Families, Groups 2.1.7. Assess Organizations, and Communities</p>	<p>Lectures, readings, videos, discussions, and in-class activities covering assessment strategies and acquisition of</p>	<p>Weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision- making.</p>	<p>knowledge/skills to support family strengths and successful care of children. (K, S, V, C&AP)</p> <p>Discussion board posts (K, V, C&AP)</p> <p>Values reflection paper (K, V, C&AP)</p> <p>Issue Brief (K, V, S, C&AP)</p>	<p>Syllabus p. 8</p> <p>Syllabus p. 7</p> <p>Syllabus p. 9</p>
<p>2.1.8: Intervene with Individuals, Families, Groups 2.1.8. Intervene with Organizations and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>	<p>Lectures, readings, videos, discussions, in-class activities, and case studies focused on evidence-informed interventions and assessments (K, V, S, C&AP)</p> <p>Discussion board posts (K, V, C&AP)</p> <p>Empirical Reading Review (K, V, C&AP)</p> <p>Issue Brief (K, V, S, C&AP)</p>	<p>Weeks 2-14</p> <p>Syllabus p. 8</p> <p>Syllabus p. 8</p> <p>Syllabus p. 9</p>
<p>2.1.9: Evaluate Practice with Individuals, Families, Groups 2.1.9. Evaluate Practice with Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse</p>	<p>Lectures, readings, videos, discussions, in-class activities, and case studies which examine how reiterative evaluation informs practice with individuals, families, groups, organizations and communities(K, V, S, C&AP)</p>	<p>Weeks 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>Discussion board posts (K, V, C&AP)</p> <p>Empirical Reading Review (K, V, C&AP)</p> <p>Issue Brief (K, V, S, C&AP)</p>	<p>Syllabus p. 8</p> <p>Syllabus p. 8</p> <p>Syllabus p. 9</p>

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes

Appendix B

Values Reflection Paper Grading Rubric

Due: 6pm on September 13, 2008

Points: 20% of course grade (20/100)

Student's Name: _____

Discussion of specific differences in survey respondents' answers that related to views on parenting and child abuse/neglect **(20 points)** _____

Discussion of potential reasons for differing views **(20 points)** _____

Specific ways (2 or more) exercise informs your social work practice **(20 points)** _____

Depth of reflection and critical-thinking **(25 points)** _____

Use of correct grammar and spelling, overall organization and clarity, adherence to writing/formatting expectations in syllabus **(15 points)** _____

Total Points Possible 100

Total Points Awarded _____

Letter Grade _____

Appendix C

Empirical Reading Review Grading Rubric

Due: Due by 6pm on date student's empirical article is assigned for class

Points: 20% of course grade (20/100)

Student's Name: _____

Critical assessment of strengths of study design, methods, and/or measures
(both author and student-generated) **(20 points)** _____

Critical assessment of limitations of study design, methods, and/or measures
(both author and student-generated) **(20 points)** _____

Specific ways (2 or more) exercise informs social work and/or child protection practice
in light of the study's strengths and limitations **(25 points)** _____

2 or more research questions not addressed by study that should be studied to better
inform social work and/or child protection practice in this area and why. **(20 points)** _____

Use of correct grammar and spelling, overall organization and clarity,
adherence to writing/formatting expectations in syllabus **(15 points)** _____

Total Points Possible 100

Total Points Awarded _____

Letter Grade _____

Appendix D

Issue Brief Grading Rubric

Due: Due by 6pm on December 13, 2018

Points: 30% of course grade (30/100)

Student's Name: _____

Executive Summary: clear, succinct, & comprehensive statements summarizing main objective/findings of issue brief (10 points) _____

Prevalence & background: Use of relevant literature and empirical studies* that examine 1) the scope of the issue and 2) factors contributing to the issue or problem. (15 points) _____

Issue Synthesis: Synthesize what can be learned from the research literature* on this topic to inform current social work practice. Findings should also include discussion of any strengths and/or weaknesses of research base on this topic. (20 points) _____

Recommendations: Practical, meaningful, directive recommendations (2 or more) for social work practice, organization and/or state/national policy and recommendations for further research/evaluation, where applicable (25 points) _____

Implementation Issues: Address any counter-arguments to your position and provide rebuttal. Consideration of any political, economic, environmental, technical, and training factors impacting implementation (15 points) _____

Conclusion: Succinct overview of key take-aways from your issue brief (10 points) _____

Use of correct grammar and spelling, overall organization and clarity, adherence to formatting instructions including memo format, use of professional tone as required by memo style (5 points) _____

Total Points Possible 100

Total Points Awarded _____

Letter Grade _____

* Students are required to incorporate at least 5 empirical and/or academic references (which can include materials read or referenced in class).