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

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>In-Class Activities</th>
<th>Required Readings, Articles, Videos (to be completed before date of class)</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1 9/6/18  | - Introductions  
- Course & syllabus overview  
- Brief history of child protection field  
| 2 9/13/18 | - Federal and Wisconsin statutory definitions of abuse/neglect  
- Mandated reporting  
- Prevalence of abuse/neglect in U.S. & critical examination of data sources | **Discussions:** Why is child abuse & neglect difficult to define and measure?  
| 3 9/20/18 | - Examine experiences of parents, children, workers, & agencies involved in child protection | **Discussion:** Power dynamics in child protection  
<table>
<thead>
<tr>
<th>Week/Date</th>
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<th>Required Readings, Articles, Videos (to be completed before date of class)</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 5 10/4/18 | • Neglect  
• Role of poverty in abuse & neglect | **Discussion:** 1) Possible signs of neglect; 2)Special topics: Failure to thrive & Munchausen by Proxy  
• **Fong, K. (2017). Child welfare involvement and contexts of poverty: The role of parental adversities, social networks, and social services. *Children and Youth Services Review*, 72, 5-13.**  
<table>
<thead>
<tr>
<th>Week/Date</th>
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<th>In-Class Activities</th>
<th>Required Readings, Articles, Videos (to be completed before date of class)</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 6 10/11/18 | Sexual abuse | **Discussion:** Possible signs of sexual abuse  
| 7 10/18/18 | Emotional abuse & neglect | **Discussion:** Possible signs of emotional abuse/neglect  
**In-class video:** InBrief: The Science of Neglect available at: [https://developingchild.harvard.edu/science/deep-dives/neglect/](https://developingchild.harvard.edu/science/deep-dives/neglect/)  
**In-class exercise:** CPS case study group work; Mandated reporter post-test | **Glaser, E. (2011).** How to deal with emotional abuse and neglect: Further development of a conceptual framework (FRAMEA). *Child Abuse & Neglect, 35*, 866-875.  
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>In-Class Activities</th>
<th>Required Readings, Articles, Videos (to be completed before date of class)</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 8 10/25/18 | • Risk & safety assessment  
• Parental protective capacities  
• Interactions with systems that regularly intersect with CPS | **In-class exercise:** Comparison of state risk/safety assessment instruments | • View Wisconsin caseworker pre-service training (21 mins) at [https://media.wcwpds.wisc.edu/preservce/safety/s01/presentation.html](https://media.wcwpds.wisc.edu/preservce/safety/s01/presentation.html)  
| 9 11/1/18 | • Parenting & culture, race & ethnicity  
| 10 11/8/18 | • Prevention of child maltreatment  
• Keddell, E. (2014). The ethics of predictive risk modelling in the Aotearoa/New Zealand child welfare | CANVAS Discussion Board |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>In-Class Activities</th>
<th>Required Readings, Articles, Videos (to be completed before date of class)</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 11 11/15/18 | • Domestic/Intimate Partner Violence  
• Criminal justice involvement | **In-class activity:** Writing an effective issue brief  
| 11/22/18 | **NO CLASS – THANKSGIVING BREAK** | | | |
| 12 11/29/18 | • Parental substance abuse  
• Prenatal substance exposure | **Discussion:** Federal Regional Partnership Grants: Lessons learned about best practice models for substance-abusing parents  
**CANVAS Discussion Board** |
| 13 12/6/18 | • Trauma-informed CPS practice | **In-class activities:** Values & perceptions of child maltreatment exercise –  
**CW360: Trauma-informed child welfare practice (Winter 2013). Center for Advanced Studies in Child Welfare:** | **Issue Brief Due 12/13/18** |
**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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Max Points</th>
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</thead>
<tbody>
<tr>
<td>Participation &amp; Attendance</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>CANVAS Discussion Board</td>
<td>Weeks 3-12</td>
<td>20</td>
</tr>
<tr>
<td>Values Reflection Paper</td>
<td>September 13 2018</td>
<td>20</td>
</tr>
<tr>
<td>Empirical Reading Review</td>
<td>Variable (see below)</td>
<td>20</td>
</tr>
<tr>
<td>Issue Brief</td>
<td>December 13 2018</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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:

<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 all 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 expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>Meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>Below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>Fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

**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 of 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

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1 Demonstrate ethical and professional behavior</strong>&lt;br&gt;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.</td>
<td>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&amp;AP)  &lt;br&gt;Instructor will provide examples of ethical challenges, potential and actual responses, and consequences for choosing each. (K, V, C&amp;AP)  &lt;br&gt;Discussion board posts (K, V, C&amp;AP)  &lt;br&gt;Values reflection paper (K, V, C&amp;AP)</td>
<td>Weeks 1-13  &lt;br&gt;Weeks 1, 2, 3, 4, 7, 8, 13  &lt;br&gt;Syllabus p.8  &lt;br&gt;Syllabus p. 7</td>
</tr>
<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong>&lt;br&gt;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. 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,</td>
<td>Lecture, readings, and discussion related to dimensions of diversity and difference in practice. (K, S, V, C&amp;AP)  &lt;br&gt;Videos &amp; in class activities related to dimensions of diversity and difference in practice. (K, V, S, C&amp;AP)  &lt;br&gt;Discussion board posts (K, V, C&amp;AP)  &lt;br&gt;Values reflection paper (K, V, C&amp;AP)</td>
<td>Weeks 1, 3, 5, 6, 9, 13, 14  &lt;br&gt;Week 1, 3, 5, 6, 9, 13  &lt;br&gt;Syllabus p. 8  &lt;br&gt;Syllabus p. 7</td>
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<td>sex, sexual orientation, and tribal sovereign status.</td>
<td>Empirical Reading Review (K, V, S, C&amp;AP)</td>
<td>Syllabus p. 8</td>
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<tr>
<td></td>
<td>Issue Brief (K, V, S, C&amp;AP)</td>
<td>Syllabus p. 9</td>
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<td>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.</td>
<td>Lecture, readings, and discussion related to the advancement of human rights and social, economic, and environmental justice. (K, S, V, C&amp;AP)</td>
<td>Weeks 2, 3, 4, 5, 6, 7, 9, 10, 13</td>
</tr>
<tr>
<td>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.</td>
<td>Videos &amp; in class activities related to the advancement of human rights and social, economic, and environmental justice. (K, V, C&amp;AP)</td>
<td>Weeks 2, 3, 5, 6, 9, 13</td>
</tr>
<tr>
<td></td>
<td>Discussion board posts (K, V, C&amp;AP)</td>
<td>Syllabus p.8</td>
</tr>
<tr>
<td></td>
<td>Issue Brief (K, V, S, C&amp;AP)</td>
<td>Syllabus p. 9</td>
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<tr>
<td><strong>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</strong></td>
<td>Lecture, readings, videos, assignments and discussion related to dimensions of evidence based resources and approaches within CPS practice. (K, S, V, C &amp; AP)</td>
<td>Weeks 3-14</td>
</tr>
<tr>
<td>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.</td>
<td>Focus on assessment strategies, intervention paradigms, and response types in CPS practice. (K, S, V, C &amp; AP)</td>
<td>Weeks 2-14</td>
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<tr>
<td></td>
<td>Discussion board posts (K, V, C&amp;AP)</td>
<td>Syllabus p. 8</td>
</tr>
<tr>
<td></td>
<td>Empirical Reading Review (K, V, S, C&amp;AP)</td>
<td>Syllabus p. 8</td>
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<td>Issue Brief (K, V, S, C&amp;AP)</td>
<td>Syllabus p. 9</td>
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<td><strong>2.1.4 Engage in Practice-informed Research and Research-informed Practice</strong></td>
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<td>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.</td>
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<td>They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.</td>
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<td>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.</td>
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<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
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<td><strong>2.1.5 Engage in Policy Practice</strong></td>
<td>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 &amp; AP)</td>
<td>Weeks 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14</td>
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<td>Discussion board posts (K, V, C&amp;AP)</td>
<td>Syllabus p. 8</td>
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<td>Issue Brief (K, V, S, C&amp;AP)</td>
<td>Syllabus p. 9</td>
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<td>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&amp;AP)</td>
<td>Weeks 1, 3, 5, 6, 7, 8, 9, 13</td>
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<td><strong>2.1.6: Engage with Individuals, Families, Groups</strong></td>
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<td><strong>2.1.6. Engage with Organizations, and Communities</strong></td>
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<td><strong>2.1.7: Assess Individuals</strong></td>
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<td><strong>2.1.7. Assess Families, Groups</strong></td>
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<td><strong>2.1.7. Assess Organizations, and Communities</strong></td>
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<td>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.</td>
<td>knowledge/skills to support family strengths and successful care of children. (K, S, V, C&amp;AP)</td>
<td>Syllabus p. 8</td>
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<td>2.1.8: Intervene with Individuals, Families, Groups</td>
<td>Lectures, readings, videos, discussions, in-class activities, and case studies focused on evidence-informed interventions and assessments (K, V, S, C&amp;AP)</td>
<td>Weeks 2-14</td>
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<td>2.1.8. Intervene with Organizations and Communities</td>
<td>Discussion board posts (K, V, C&amp;AP)</td>
<td>Syllabus p. 8</td>
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<td>Values reflection paper (K, V, C&amp;AP)</td>
<td>Syllabus p. 7</td>
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<td>Issue Brief (K, V, S, C&amp;AP)</td>
<td>Syllabus p. 9</td>
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<td>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.</td>
<td>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&amp;AP)</td>
<td>Weeks 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14</td>
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<td>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.</td>
<td>Discussion board posts (K, V, C&amp;AP)</td>
<td>Syllabus p. 8</td>
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*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).