



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

**SW 646-030 HHG FA18: Child Abuse and Neglect
Fall 2018**

Instructor: Jeanne Ferguson, MSSW, LISW

Location: School of Social Work (Online)

Credits: MSW-2

Class duration: October 27 – December 21, 2018

Instructional Mode: Online

Canvas URL: <https://canvas.wisc.edu/courses/117014>

Fall holiday: November 22–25, 2018

Office hours: by appointment: in-person, or web conference

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I. Catalogue Description

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

II. Course Overview

Social Work 646 is a required course for graduate students in the Title IV-E Program, and is an elective in the Child, Youth, and Family Welfare focus area. This course is concerned with the physical, emotional, and sexual abuse of children, and child neglect. It is an intense, 7-week online course that compresses the content usually consumed during a 15-week course, therefore the amount of content *per week* is approximately double what is required in a full-semester course.

This asynchronous online 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 appearance, causes and consequences of different forms of child maltreatment; historical and current perspectives on child maltreatment intervention; system- and-family-level prevention models; policies that relate to or affect child maltreatment rates; cultural issues in child maltreatment system responses; and issues unique to particular subgroups who are overrepresented in the Child Welfare system, e.g., families who live in

poverty and families of color.

This exposure to "Child Abuse and Neglect" is not intended as a specific forum for *clinical* training in work with children, families or systems that deal with child maltreatment issues. Rather, it will inform students about current policy and practice strategies, cases, and ethical dilemmas that face practitioners in social work settings. 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 social work settings that deal with child development, child protection and the systems that exist to serve children and their families. This knowledge will automatically extend to social work practice with adults in all settings, since the richness and trauma of each person's childhood colors their adult functioning in ways that cannot be predicted or prevented.

In addition, the course will serve as a forum to enhance cognitive skills to become critical consumers of research and media stories of child abuse and neglect. This will occur when students:

- Develop awareness of personal values and biases related to child maltreatment that will likely influence professional practice;
- Increase awareness of the complex nature of child maltreatment and how this complexity engenders ethical issues and affects professional work with children and families;
- Appreciate the roles of historical constructs as well as societal, and cultural values intertwined with child maltreatment, with a particular emphasis on those related to race, class, religion, gender, and sexual orientation;
- Explore the role of poverty in the etiology of child maltreatment;
- Understand the history and power vested in the institutional systems that form the basis for governmental design and white supremacy in child welfare practice and structure in the United States;
- Learn common safety, risk and protective factors for assessing different forms of child maltreatment;
- Gain sensitivity to the impact of child maltreatment and social welfare policies on diverse groups of children and families (e.g., from various racial, cultural, and ethnic backgrounds, people who identify as LGBTQ+, single parents, etc.);
- Identify gaps in knowledge within the profession, and understand implications for practice and advocacy with children and families and the systems that have been created to respond to their needs.

III. Course Competencies & Practice Behaviors & Assignments

The Council on Social Work Education (CSWE) competencies and dimensions required of all BSW and/or MSW accredited programs to be covered in this course are highlighted in the Chart found in Appendix A.

IV. Course Content

Below is an outline of topics and required readings that will be covered in this course, in order

of their presentation. Unless otherwise specified, these topics and readings will correspond to the dates in the outline. Please note all readings and video clips listed are required, unless otherwise specified as optional/recommended in this section; additional recommended readings and required individual and group activities may be posted throughout the semester on the course Canvas site via 'Announcements' that will come to your email addresses. There will be one required synchronous event that will require you to be online at a predetermined time to participate in an Ultraconference with a group of your peers.

Please also note that I may adjust certain components of the syllabus, such as the schedule, readings, or due dates as the semester progresses due to emerging current events or student needs (e.g., the synchronous exercise mentioned above (in Unit 8) will be coordinated through in-course communication to find a time that works for each student in the preassigned groups). Students will be promptly notified of any changes through 'Announcements' in the Online SW 646 Canvas site with as much advanced notice as possible.

Any unscheduled guest lecturers or graders will be announced through our Canvas site.

Trauma Activation Alert: I feel compelled to warn you early on that some of the content you will be expected to consume in this course could throw you into what I call a 'trauma activation'. In other words, you could be suddenly and unexpectedly placed in a position where you recall or relive traumatic events in your life that you ordinarily keep controlled or hidden so you can function every day. Or it could be that you're unaware of a previous trauma event that occurred in your life and consuming this material may open that window to your past, totally unexpectedly. Those reactions are very common and can be triggered by many things. So, if you experience such a reactivation of a previously lived trauma or are surprised by a new awareness, please take care of yourself the best way you can. I provide a similar alert later in the syllabus when we begin to explore our final assignment. (p. 21 of this syllabus). Please let me know privately if you need support or resources to manage your reactions to allow you to continue your work in this course.

Module A

October 27, 2018 –

Unit 1: Introduction and Overview of the Course

NOTE: This looks like a huge amount of reading, but it's mostly video, totaling 79 minutes. These media presentations are compelling, however, so steel yourselves to be presented with information that may be genuinely disturbing and memorable about the impact on children of these elements from our history and our current US societal culture. The readings are equally compelling, the New York Times story about 'Marie and her Sons' being the longest.

- Myers, J.E.B. (2011). A short history of child protection in America. In J.E.B. Myers (Eds.), *The APSAC Handbook on Child Maltreatment* (3rd Ed., pp. 3015). Thousand Oaks, CA: SAGE Publications, Inc.
- Bergner, D. (2006, July). The Case of Marie and Her Sons. *The New York Times Magazine*.
- Parent, M. (1998). *Turning Stones: My Days and Nights with Children at Risk*. New York: Random House Publishing Group. (**This is the required text I mentioned in my first email to you in early October. Please begin reading early, as it contains vivid descriptions of children's pain and their families' struggle to cope with that pain and**

the CPS response. You should plan to complete the book by Unit 5.)

- Scott Daniels. (2011, April 7). *The Case of Mary Ellen Wilson* [Video file]. Retrieved from: <https://vimeo.com/22091005> (7:26)
- Clinton Poskozim. (2016, November 8). Harriet Jacobs Slavery and the Making of America [Video file]. Retrieved from: <https://www.youtube.com/watch?v=5q8R2Vs5qGo> (13:04)
- N.C. Department of Natural and Cultural Resources. (2013, February 27). Harriet Jacobs and Dr. Jean Fagan Yellin [Video file]. Retrieved from: <https://www.youtube.com/watch?v=4TuhCzvp-RY> (8:33)
- Kahn, A. & Bouie, J. (2015). The Atlantic Slave Trade in Two Minutes [Interactive map]. *Slate*. Retrieved from: http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html (2:00)
- Time. (n.d.). *Cotton Mill Girl* [Video file]. Retrieved from: <http://100photos.time.com/photos/lewis-hine-cotton-mill-worker> (3:44)
- The Montana Experience: Stories from Big Sky Country. (2014, February 26). "*Montana Mosaic: Indian Boarding Schools*" (2006) [Video file]. Retrieved from: <https://www.youtube.com/watch?v=FOe-x1aUP2o> (15:09)
- The National. (2015, June 2). *Stolen Children | Residential School survivors speak out* [Video file]. Retrieved from: <https://www.youtube.com/watch?v=vdR9HcmiXLA> (18:35)
- BeThe ChangeNZ. (2016, June 22). *The Power of Empathy Brene Brown* [Video file]. Retrieved from <https://www.youtube.com/watch?v=vzvYm2DNzSO> (2:34)
- UofMNCYFC. (2015, March 4). *What is Historical Trauma?* [Video file]. Retrieved from <https://www.youtube.com/watch?v=AWmK314NVrs> (5:52)

Through this material and the published course expectations, we will:

- Introduce ourselves (via a Padlet).
- Review the course syllabus and establish our Learning Community guidelines and agreement.
- Hear from our first guest: Teresa Nicholas, MSW, Social Worker for the Oregon, WI School system. She identifies as a CPS worker (she worked for Dane County Human Services for many years) and she'll share why that perception functions well for her in a community school job.
- Examine a brief history of the child protection field.

October 27, 2018 –

Unit 2: Systems Involved with Child Wellbeing: How They Interact

- How the Child Welfare System Works. (2008). Child Welfare Information Gateway, 1–9. Retrieved from <http://www.childwelfare.gov/pubs/factsheets/cpswork.cfm>
- Gladstone, J., Dumbrill, G., Leslie, B., Koster, A., Young, M., & Ismaila, A. (2014). Understanding worker–parent engagement in child protection casework. *Children and Youth Services Review*, 44, 56–64.

Through this material, we will:

- Identify the systems that regularly intersect in the service of children and families, and explore that intersection: schools, privately/publicly funded welfare agencies, juvenile

court, youth services, adoption services, medical, and more.

- Discuss the impact funding and policy intent has on Child Welfare system design, e.g. foster care vs. family maintenance or reunification.
- Consider the significance and responsibility of the Child Welfare System in the contemporary context of an adversarial legal system.

November 3, 2018 –

Unit 3: Defining, Measuring, and Identifying Child Maltreatment

- Hutchison, E. D. (1990). Child maltreatment: Can it be defined? *Social Service Review*, 64(1), 60–78.
- Levi, B. H., & Portwood, S. G. (2011). Reasonable suspicion of child abuse: Finding a common language. *The Journal of Law, Medicine & Ethics*, 39(1), 62–69.

Through this material, we will:

- Discuss the principles and origins of mandated reporting.
- Review the federal and Wisconsin statutory definitions of abuse and neglect.
- Explore the influence of societal and personal values on definitions of maltreatment.
- Examine child abuse and neglect prevalence in the U.S. and the various sources used to estimate these trends.
- Identify cultural or other gaps in our knowledge base about child maltreatment.
- Understand the implications of these knowledge deficits on our SW practice.

November 3, 2018 –

Unit 4: Physical and Sexual Abuse

- MacKenzie, M. J., Nicklas, E., Brooks-Gunn, J., & Waldfogel, J. (2011). Who spansks infants and toddlers? Evidence from the fragile families and child well-being study. *Children and Youth Services Review*, 33, 1364–1373.
- Saewyc, E. M., Skay, C. L., Pettingell, S. L., Reis, E.A., Bearinger, L., Resnick, M., Murphy, A., & Combs, L. (2006). Hazards of stigma: The sexual and physical abuse of gay, lesbian, and bisexual adolescents in the United States and Canada. *Child Welfare*, 85(2), 195–213.
- **Optional:** Coohy, C. & O’Leary, P. (2008). Mothers’ protection of their children after discovering they have been sexually abused: An information-processing perspective. *Child Abuse and Neglect*, 32, 245–259.
- **Optional:** Gershoff, E. T., (2008). *Report on physical punishment in the United States: What research tells us about its effect on children*. Columbus, OH: Center for Effective Discipline.
- Sorensen, T., & Snow, B. (1991). How children tell: The process of disclosure in child sexual abuse. *Child Welfare*, 70(1), 3–15.
- JewsOnTelevision. (2013, August 30). *Jewish Sex Abuse Victim From New Square Speaks Out* [Video file]. Retrieved from <https://www.youtube.com/watch?v=AB1Erb0wMCU> (10:00)
- JewsOnTelevision. (2014, July 7). *Alleged New Square Sex Abuse Victim Speaks Out* [Video file]. Retrieved from <https://www.youtube.com/watch?v=moMPYTQ4iBw> (6:42)
- Physical Abuse Injury Indicators — Charts and Images. ChildAbuseWatch.net. Retrieved

from https://www.abusewatch.net/child_medimage.php#1 (NOTE: This may be difficult to look at, but I believe that if these children can survive this sort of abuse, we can honor their strength by being witness to it.)

- Kanighit. (2013, February 22). *CHILD ABUSE CASES 103 (e)* [Video file]. Retrieved from <https://www.youtube.com/watch?v=ly2NJkb2gVQ> (3:40)
- textkestrel. (2013, February 23). *My sexual abuse story* [Video file]. Retrieved from <https://www.youtube.com/watch?v=UajpbXrijBA> (4:00)

Through this material, we will:

- Discuss how children experience sexual abuse: intrafamilial and extrafamilial.
- Address the process of disclosure for victims of sexual abuse and reasons for recanting disclosures.
- Focus on physical abuse including a review of common visual signs of abuse and various conditions and folk remedies that may be misidentified as physical abuse.
- Discuss how racial and class biases influence definitions and reporting activity.

November 10, 2018 –

Unit 5: Neglect and Child Deaths

- Parent, M. (1998). *Turning Stones: My Days and Nights with Children at Risk*. New York: Random House Publishing Group. (**Finish reading the book for this unit.**)
- **Optional:** Theodore, A., Runyan, D., & Chang, J. J. (2007). Measuring the risk of physical neglect in a population-based sample. *Child Maltreatment*, 12(1), 96–105.
- Wallace, K. (July 21, 2014). Mom arrested for leaving 9-year-old alone at park, CNN. Retrieved from <http://www.cnn.com/2014/07/21/living/mom-arrested-left-girl-park-parents/index.html>
- Connolly, M., & Doolan, M. (2007). Responding to the deaths of children known to child protection agencies. *Social Policy Journal of New Zealand*, 30, 1–11.
- **Optional:** The Dissenting Report of the Honorable Judge Patricia M. Martin, CECANF Commissioner. The Commission to Eliminate Child Abuse and Neglect Fatalities, March, 2016. pp. 1–26.
- National Scientific Council on the Developing Child (2012). The science of neglect: The persistent absence of responsive care disrupts the developing brain – Working Paper 12. Center on the Developing Child at Harvard University. Retrieved from <http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2012/05/The-Science-of-Neglect-The-Persistent-Absence-of-Responsive-Care-Disrupts-the-Developing-Brain.pdf>
- Center on the Developing Child at Harvard University. (2015, October 31). *InBrief: The Science of Neglect* [Video file]. Retrieved from <https://www.youtube.com/watch?v=bF3j5UVCSCA> (5:57)
- Burke, N. (2014, September). *How childhood trauma affects health across a lifetime* [Video file]. Retrieved from https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime (15:59)
- **Optional:** Crawford County Human Services. (2016, March 14). *ACES Primer HD* [Video file]. Retrieved from <https://www.youtube.com/watch?v=ccKFkcfXx-c> (4:59)

Through this material, we will:

- Explore the role and impact of poverty in child neglect.
- Review reactive responses of the media and others to CPS Departments where a child dies and how that influences policy and rule formation.
- Discuss current experiences in ACS New York City that illustrate the post-*Turning Stones* world of CPS response in a huge metropolitan area.

November 10, 2018 –

Unit 6: Emotional Abuse and Neglect

- Ferguson, J. (2017, October 11.) Folie a deux Family Case Study. *This case study will be central to the group-based discussion for this unit.*
- 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. *Psychological Trauma: Theory, Research, Practice, and Policy*, 6(S1), S18–S28.
- Seeker. (2014, October 13). *Emotional Abuse Is Far Worse Than You Think* [Video file]. Retrieved from <https://www.youtube.com/watch?v=LsaaUTyc2E> (3:25)
- **Optional, Repeat from Unit 5:** Center on the Developing Child at Harvard University. (2015, October 31). *In Brief: The Science of Neglect* [Video file]. Retrieved from <https://www.youtube.com/watch?v=bF3j5UVCSCA> (5:57)

Through this material, we will:

- Consider the invisible wounds inflicted by caretakers who emotionally batter children.
- Share how the architecture of the brain is affected by emotional battering and the absence of nurturing stimuli.
- Explore the difficulty in defining this abuse typology.
- Discuss practice implications for people working in Child Protective Services.

Module B

November 17, 2018 –

Unit 7: Resiliency, Prevention of Child Maltreatment, and Cultural Humility

- Pecora, P. J., Sanders, D., Wilson, D., English, D., Puckett, A., & Rudlang-Perman, K. (2014). Addressing common forms of child maltreatment: Evidence-informed interventions and gaps in current knowledge. *Child & Family Social Work*, 19(3), 321–332.
- **Optional:** Daro, D. & Dodge, K. A. (2009). Creating community responsibility for child protection: Possibilities and challenges. *Preventing Child Maltreatment*, 19(2), 67–93.
- Fontes, L. A. (2005). Assessing diverse families for child maltreatment in *Child Abuse and Culture: Working with Diverse Families* (pp. 58–82). New York: Guildford Press.
- Ortega, R. M., & Coulborn Faller, K. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare*, 90(5), 27–49.
- Vivian Chavez (2012, August 9). *Cultural Humility (complete)* [Video file]. Retrieved from <https://notesfromanaspiringhumanitarian.com/video-cultural-humility-people-principles-and-practices/> (29:28)

Through this material, we will:

- Hear from another very experienced guest: Dr. Kristin Slack, PhD, UW-Madison School of Social Work regarding her extensive work in Prevention.
- Examine child maltreatment prevention programs.
- Inquire about our own cultural stance and ways we can challenge ourselves to be conscious of our automatic responses to others.
- Explore resiliency in children, families and in our own professional selves.

November 17, 2018 –

Unit 8: Risk and Safety Assessments, and Protective Capacities

- Review the current elements in Wisconsin's CPS protocols that are designed to assess each child's safety and parental capacities exhaustively to control for safety in every home, including foster placements, in <http://wcpds.wisc.edu/preservice/access/docs/safety-intervention-standards.pdf>
- Wisconsin Child Protective Services. Section 1: The Basics in the pre-service training that WCPS workers receive regarding the assessment of child safety [Interactive file]. Retrieved from <http://wcpds.wisc.edu/preservice/safety/s01/presentation.html>
Note: You are not expected to take/pass the built-in "test."
- Frontline. (2003). Failure to Protect: The Taking of Logan Marr [Video file]. In Dretzin, R. & Goodman, B. (Producers), *Frontline*. United States: Public Broadcasting Service. Retrieved from: <http://vimeo.com/63064156> (56:53)
- **Exercise:** Synchronous* Ultraconference participation in your assigned small Groups will occur on a date that will be determined by group process. You will be asked to work on a group project within that Ultraconference link, on a specific date at a specific time; it will not be possible to participate at an alternate time. See the Canvas Discussion site for 'Ultraconference Activity' for specific instructions for this exercise. (*'Synchronous' means we'll all be online at the same time, as agreed upon per the whole group, so we can engage in a shared online experience.)

Through this material, we will:

- Review the trajectory of Logan Marr's short life, and identify places in the system where deeper information might have been learned that could have interrupted the path to this child's death.
- Discuss how certain risk/safety assessment tools may combat or contribute to racial disproportionality in the child welfare system.

November 24, 2018 –

Fall Holiday

December 1, 2018 –

Unit 9: Parental Substance Abuse and Mental Health

- **Optional:** Rockhill, A., Green, B. L., & Furrer, C. (2007). Is the Adoption and Safe Families Act influencing child welfare outcomes for families with substance abuse issues? *Child Maltreatment*, 12(1) 7–19.
- Berger, L. M., Slack, K. S., Waldfogel, J., & Bruch, S. K. (2010). Caseworker perceived caregiver substance abuse and child protective services outcomes. *Child Maltreatment*,

15, 199–210.

- **Optional:** Walsh, C., MacMillan, H., & Jamieson, E. (2002). The relationship between parental psychiatric disorder and child physical and sexual abuse: Findings from the Ontario Health Supplement. *Child abuse & Neglect*, 26(1), 11–22.
- Siemaszko, C. (August 28, 2017). Ohio seeks more foster parents to help kids from drug-ravaged families, NBC News. Retrieved from <https://www.nbcnews.com/storyline/americas-heroin-epidemic/ohio-seeks-more-foster-parents-help-kids-drug-ravaged-families-n795681>
- ABC News. (n.d.). 'Nightline' takes an in-depth look at the opioid epidemic. Retrieved from <http://abcnews.go.com/US/video/nightline-takes-depth-opioid-epidemic-49382319>
This is a preview of a major report by ABC News that aired that night, highlighting the magnitude of the opioid crisis in the US. Prescriptions for heroin, fentanyl, oxycontin, etc. are so prevalent they are providing chilling consequences in every community in the country. Please also read the accompanying, full text report:
- Thomas, P., Louszko, A., Dawson, D., Brady, E., Sands, G., Singh, A., & Effron, L. (n.d.). One Nation, Overdosed: Snapshots of Americans struggling under the opioid crisis. Retrieved from <http://abcnews.go.com/Nightline/deepdive/american-life-under-opioid-crisis-49355808>
- Hari, J. (2015, June). *Everything you think you know about addiction is wrong* [Video file]. Retrieved from https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong (14:43)
- **Optional:** Children of Addicted Parents. (2013, February 21). *One Day I will....Living with a parents addiction to drugs and alcohol* [Video file]. Retrieved from <https://www.youtube.com/watch?v=dmAOILfKWSU> (2:56)
- TEDx Talks. (2016, December 7). *Lessons from the Child of an Addict | Emily Smith | TEDxErie* [Video file]. Retrieved from <https://www.youtube.com/watch?v=TXNrrcmsWYY> (8:07)
- Chara Bui. (2016, May 17). *My Mom's Mental Illness* [Video file]. Retrieved from <https://www.youtube.com/watch?v=r0Nv7ltPPRw> (1:35)
- Chara Bui. (2016, May 18). *A Woman's Dialogue with Depression* [Video file]. Retrieved from <https://www.youtube.com/watch?v=JMRVT69FIWw> (2:57)
- Chara Bui. (2016, May 17). *5 Dogs Mental Health Stories* [Video file]. Retrieved from <https://www.youtube.com/watch?v=lrMfTaX0c3k> (1:35)
- **Optional:** LastWeekTonight. (2016, October 23). *Opioids: Last Week Tonight with John Oliver (HBO)* [Video file]. Retrieved from <https://www.youtube.com/watch?v=5pdPrQFjo2o> (19:22)
If you don't find John Oliver either funny or informative, or if you find his language offensive, skip this one. It provides similar information to the ABC report abuse that is very current, and exposes the role of the pharmaceutical industry worldwide in this social catastrophe.

Through this material, we will:

- Discuss effects of prenatal substance exposure on the fetus and developing child.
- Consider the debates on child welfare policies related to mandatory reporting of

substance-exposed infants and universal screening for fetal substance exposure.

- Explore how the use of various types of substances may affect parenting/care- giving behaviors.
- Discuss how parental substance abuse and recovery present unique challenges to meeting timely reunification standards mandated by the Adoption and Safe Families Act.

December 1, 2018 –

Unit 10: Trauma informed Practice, Secondary Trauma and Self-care

- Middlebrooks, J. S. & Audage, N. C. (2008). *The effects of childhood stress on health across the lifespan*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Retrieved from http://health-equity.lib.umd.edu/932/1/Childhood_Stress.pdf
- **Optional:** Berliner, L., et al. (2013). *Trauma-informed child welfare practice*. St. Paul Minnesota: University of Minnesota, Center for Advanced Studies in Child Welfare, 1–27. Retrieved from https://www.cascw.org/wp-content/uploads/2013/12/CW360-Ambit_Winter2013.pdf
- Gilbert, R., Spatz Widom, C., Browne, K., Fergusson, D., Webb, E., & Janson, S. (2009). Burden and consequences of child maltreatment in high-income countries. *The Lancet*, 373(9657), 68–81.
- **Optional:** Tanner, L. (2017, July 12). How severe, ongoing stress can affect a child’s brain, AP News. Retrieved from https://apnews.com/e3f679e07a0a4303ba092bd92c407daf?utm_campaign=SocialFlow&utm_source=Twitter&utm_medium=AP
- Office for Victims of Crime. (2013, February 27). *Through Our Eyes: Children, Violence, and Trauma—Introduction* [Video file]. Retrieved from <https://www.youtube.com/watch?v=z8vZxDa2KPM> (7:53)
- TEDx Talks. (2016, November 18). What Trauma Taught Me About Resilience | Charles Hunt | TEDxCharlotte [Video file]. Retrieved from https://www.youtube.com/watch?v=3qELiw_1Ddg (14:21)

Through this material, we will:

- Identify what trauma-informed practice is, using examples from our practice knowledge and reading materials.

Module C

December 8, 2018 –

Unit 11: Investigation/Differential Response and Domestic/Intimate Partner Violence

- **Optional:** Wisconsin Child Protective Services Access and Initial Assessment Standards, Appendix 5: Domestic Violence (pp. 103–111). Retrieved from <https://dcf.wisconsin.gov/files/cwportal/policy/pdf/access-ia-standards.pdf>
- **Optional:** 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.), *Child Welfare Research: Advances for Practice and Policy* (pp. 154–172). New York: Oxford University Press.
- Waldfogel, J. (2009). Differential Response, in Dodge, K. – Lambelet Coleman, D.

(Eds.), *Preventing Child Maltreatment: Community Approaches* (pp. 139–155). New York: Guilford Press.

- Katz, J. (2012, November). *Violence against women — it's a men's issue* [Video file]. Retrieved from https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issu_e (17:40)
- Porter, T. (2010, December). *A call to men* [Video file]. Retrieved from https://www.ted.com/talks/tony_porter_a_call_to_men (11:10)

Through this material, we will:

- Review the co-occurrence of domestic violence and child maltreatment.
- Focus on how Child Protective Services processes cases of alleged maltreatment when domestic violence is a co-occurring factor.
- Explore the growing availability of two-track CPS response systems: investigations and assessments.
- Engage representative case studies to explore CPS responses.
- Explore alternative/differential response initiatives in New York and Wisconsin that implement a two-track response to reported concerns about children and families.

December 8, 2018 –

Unit 12: Disproportionality in the CPS/CW System

- Ferguson, J. (2017, October 21.) Jackie & Steve Case Study. *This case study will be central to the group-based discussion for this unit.*
- Don Coyhis. (2011, March 1). *The Wellbriety Journey to Forgiveness* [Video file]. Retrieved from <https://www.youtube.com/watch?v=vZwF9NnQbWM> (1:13:02)
- **Optional:** Chancellor, D. (Host). (2017, May). How Governments and Corporations Made the Criminal Justice System Profitable [Episode 54]. *Poverty Research & Policy Podcast*. Retrieved from <http://www.irp.wisc.edu/publications/media/podcasts/PC54-2017-May.mp3> (21:08)

Through this material, we will:

- Hear our final guest: Lonnie Berger, PhD, who is the Director of the Institute for Research on Poverty (IRP) and a Professor in the School of Social Work, will share his knowledge about disproportionality and the intersection of this powerful reality to our study of Child Abuse and Neglect.
- Discuss the impact on the children and families affected by the US policies on Native American citizens, the legacy of slavery that impacts each generation, and the impact of constantly changing immigration policies that affect every community.
- Discuss how the impact on families of color of the rates of incarceration create burdens for children in those families across generations.

December 15, 2018 –

Unit 13: Consequences and Effects of CPS System Involvement

- **Optional:** Guidepost (2013, January 22). The Power of Love: How A Texan Town Of 600 People Took In 76 Foster Care Children, Huffington Post. Retrieved from <http://www.huffingtonpost.com/guideposts/the-healing-power-of-unconditional->

[love_b_2505391.html](#)

This is a story about the power of community and love and how this town's religious dedication to living their doctrine supported their actions.

- Wang-Breal, S. (21016, January). *Tough Love* [Video file]. (1:22:00)
Purchase on [YouTube \(\\$1.99\)](#), [Google Play \(\\$1.99\)](#) or [Vimeo \(\\$3.99\)](#)

Through this material we will:

- Review the outcomes for the two families in *Tough Love* based on what we've learned about child abuse and neglect and the system that exists to address it.
- Sum up our exploration of Child Abuse and Neglect and share the path forward for each of us to make a difference in our professional lives and the lives of the children and families we serve.
- Create some 'Action Steps' for ourselves in moving ourselves and/or our agencies towards a strategic use of predictive analytics to enhance child welfare practice, without becoming trapped in the appealing mindset of seeing predictive analytics as a solution rather than a very useful tool.

V. Texts and Reading Materials for the Course

Readings are available through the SW646 online course Canvas site at the UW-Madison. Other course material (e.g., handouts, online media, etc.) will be posted to the course site as well. Students are expected to check the course site frequently for new course materials or activities, changes in scheduled content or other changes caused by changing life realities, weather, etc.

The one required book, *Turning Stones*, by Marc Parent, will be completed by Unit 5, or November 10, 2018. It is available through a number of booksellers. There are also a few copies at area public libraries.

The *Spotlight* Analysis requires students to view the film *Spotlight* (2015). *Spotlight* is available on Netflix or can be rented from YouTube (from \$2.99), Google Play (from \$1.99), or iTunes (\$3.99). The Madison Public Library also has a copy.

Lastly, Unit 13 requires students to view the documentary, *Tough Love*, which can be rented from YouTube (from \$1.99), Google Play (from \$1.99), or Vimeo (\$3.99).

Throughout the semester, students are encouraged to share articles and news reports they have encountered pertaining to course topics. By incorporating media reports on child abuse and neglect, you will explore the relevance of the course content in every-day life. When you identify an article to share, email the link to the entire class via Canvas and responsive comments will be welcome.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

The assignments for SW646 offer some flexibility so that you can focus your coursework on topics in a way that reflects your personal and/or professional interest.

The issues covered in this class are likely to be relevant across interest areas. You are expected to read weekly material, come to your discussion opportunities with questions and comments, and participate in group discussions. Please see section VI: Expectations, for details on how missed material or online discussions may affect your grade.

Students will be evaluated on the following assignments:

Assignment	Points Value
Group-Based Unit Discussions	30
Reflection #1	10
Reflection #2	10
"Perceptions of Child Maltreatment" Values Exercise	10
Enrichment Activity	10
<i>Spotlight</i> Analysis	30

Grade equivalency for grade percentages will be assigned based on the following UW-Madison grading rubric:

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

Format

All written assignments (except responses to email questions) are to be computer-generated and compatible with Microsoft Word (.doc or .docx formats). Format these assignments using one-inch margins, double-spacing, and a 12-point Times New Roman font. Always 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. Citations must be in the APA style, but papers need not have APA-style headers and title pages. Consult the UW writing center's guide for APA formatting <http://writing.wisc.edu/Handbook/DocAPA.html> . Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you should lean towards the use of peer-reviewed journals. Websites may be used as references, but must be referenced with a live link/hyperlink so that I may access it as well for content relevance and legitimacy. Papers should be submitted to the appropriate Canvas site assignment by midnight (11:59pm) on the due date. Depending on your Canvas notification settings, you may receive a confirmation e-mail when your paper is successfully submitted. It is your responsibility to be sure your paper has been uploaded properly. Because all your submissions will be electronic, if you scan anything and are uploading, please be sure it is right-side-up, so I can read it and make comments directly into your document. I will adhere to the policy on late assignments if an assignment is not submitted to the appropriate Canvas assignment by the date and time it is due, and you have

not submitted an explanation.

Clarification

If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date. If you notice an inconsistency between the syllabus and the Canvas site pages/modules, please bring it to my attention so everyone can receive the same clarification at the same time.

Appealing a Grade

If you wish to object to a grade you receive in this course, the following guidance assists in your decision to appeal and details the process:

Your goal for this and other courses should be to make the most of your learning experience, and not to simply "get an A." Grade expectations should NOT be based on what you have received in other courses— especially from your previous undergraduate school. Performance standards may well be significantly higher at the UW-Madison than in other institutions. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing and email it to me no later than two weeks after the assignment grade has been issued to you.

The reasons for your appeal should include a discussion of (1) the extent to which you responded to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth of understanding and critical thinking.

I will give serious consideration to your appeal.

Timeliness

Late assignments will be deducted 1 point per day they are late. If you anticipate a problem turning an assignment in on time, please contact me before the assignment is due. I may make an exception, on a case-by-case basis, if I feel your circumstances warrant one.

VII. Expectations

As a student, you are expected to:

- Participate in class activities weekly and read required materials prior to responding to class discussions/forums.
- Participate in online class discussions (in Canvas) and any required Ultraconferences that require your attendance in-person.
- Complete and submit all assignments as required.
- Advocate for yourselves as individuals or as a group and present any questions or concerns to me that may require me to adjust the course design to enhance learning for all.
- Tell me what accommodations are necessary for you to obtain equal access to the course materials, especially if your circumstances change during the term.
- Maintain standards of academic integrity as described by the School of Social Work and

the University of Wisconsin. (Please note that the scale and scope of work for an MSW course at the UW-Madison may well be higher than what you've experienced in your undergraduate institution.)

- Model and reinforce an atmosphere of respect and open communication in furtherance of a course culture of shared learning, especially given that nearly all of our communications will occur in an online environment that sometimes invites comments to be one step-removed from polite, respectful interaction. Disrespect or rude, racist, judgmental or offensive behaviors or comments will not be tolerated. Differences of opinion, if well defended and expressed, are welcome as part of our academic discourse.

As the instructor, I commit to:

- Being available to students many and varied times each week (e.g. days, evenings, weekends) to answer questions and respond online to student concerns.
- Offer a wide range of learning opportunities that invite students to engage the material and enhance their own ability to perform ethically and strategically with any family, child, or adult who has experienced or been exposed to child abuse or neglect.
- Support a comfortable and open atmosphere online that is conducive to shared learning.
- Assure that course objectives are met.
- Assure that the classroom and course materials are stimulating and accessible (per ADA requirements) to all students.
- Informing students of any changes to the syllabus or course expectations as soon as practicable.

Promptness in Online Communications

Prompt responses to all class communication requirements, as indicated in the syllabus, are expected. I may impose a sanction if you are consistently unresponsive to inquiries about your participation in or understanding of class content in Canvas communications or via private email. I may also consider a significantly late response to a required interaction as an "absence" for purposes of evaluating your participation in class activities. If this were a class where you are responsible only for knowing how to achieve a correct answer, I may have a different expectation. Since Social Work is an applied, skill-based profession, your interactivity is a critical component in my ability to evaluate your acquisition of knowledge that will affect not only your grade but also the lives of your clients in real-life. Repeated unresponsiveness may impact your grade. I will consider an un-responded-to email or Canvas communication an absence if you have not notified me that you will be unavailable for a given period of time.

Class Attendance and Professional Participation

To ensure a quality educational experience, you must participate in online class activities on a timely basis. In online education, you can respond at 2am or in the middle of a Sunday afternoon; it's up to you. However, you are also a member of a class cohort, and your fellow students are depending on your responses to assigned group conversations to support their understanding of class material just as you are depending on them; we are connected remotely, but are an interactive community of scholars who are learning together. Your active, regular and timely participation is essential to a successful learning experience for all.

"Absence"

If you are going to be unavailable for a period of time during this brief but intense 7-week class, you are required to inform me via email in advance. Because this class will include interactive communications with me and fellow students, your participation is crucial to our group learning exchange.

Code of Ethics, Student Rights, and Responsibilities & Plagiarism

MSW students have read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, you agreed that, while in the MSW Part-time Program, you will honor the NASW Code of Ethics and Student's Rights and Responsibilities, as well as adhere to the School's Plagiarism Policy and that, should you not do so, sanctions will be imposed. MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Americans with Disabilities Act

Students requiring accommodations pursuant to the Americans with Disabilities Act (ADA) should disclose their needs to me privately prior to or at the beginning of the course. I want all students to have an excellent learning experience and am committed to providing whatever learning support I can to meet your needs.

The McBurney Center at the UW-Madison provides services and classroom accommodations to students with differing abilities. These might include vision and hearing difficulties, learning difficulties and mental health challenges. McBurney is located at 701 W Johnson Street, Suite 2104, Madison. Call for an appointment at 608-263-2741, and check out the website at <https://mcburney.wisc.edu/services/>. McBurney has re-created its processes as of Fall 2018, so please check out their new protocols and communication systems to update your expectations re: how your accommodations will be managed, especially if you have utilized their services in the past. Things may be different now.

Information regarding participation by students with differing abilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is also available in your student handbook.

Classroom Climate

Classroom climate, or the way a classroom space feels to everyone in that space based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and relatively safe so that ideas can be examined honestly, diverse viewpoints shared, and online activities approached with maximum curiosity and enthusiasm. *I say 'relatively' safe, because I acknowledge that students of color or students who identify within a group that faces systemic and systematic discrimination do not live in a safe environment every day of their lives in this country.* So it is incumbent on us to acknowledge that reality and create an online environment where we are respectful and open to the views of people different from ourselves. Diversity in beliefs, ideas and lived experiences

are highly valued here. Each of you has knowledge and experience that will enhance the learning of your colleagues and each of your voices is important. In the time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other.

I am firmly committed to diversity and equality in all areas of campus life and building an inclusive learning space where everyone feels honored and welcome. I recognize that we all have biases. I still struggle with mine, and continue to discover new unconscious privileges and held biases that I underestimate every day. Discrimination can be direct or indirect and take place at both institutional and personal levels. Since the advent of email and the Internet, some individuals have taken advantage of the ability to use their invisibility or anonymity across the Web to act out their fears and insecurities and to inflict offensive opinions and ideologies on fellow participants. Any such behaviors are completely unacceptable in this learning community. I am committed to providing equality of opportunity for all by eliminating any microaggressions, discrimination, harassment, bullying, or victimization, subtle or overt. The success of this policy relies on the demonstrated ethical behavior, support and understanding of everyone in this class. We all have a responsibility to be kind to each other, and to demonstrate respectful behavior at all times. I will not participate in or condone harassment or discrimination of any kind. I urge you to bring any concerns experienced or observed to my attention, including any comments *by me* that you find offensive or disrespectful.

Open spaces do not exist accidentally; we must work to create them. We will develop learning community and discussion guidelines in our first Unit and revisit them as needed throughout the course. We will share the challenges of upholding our guidelines and responding to moments when we fail to abide by them. You and I will be held accountable for what we express in writing. We are all expected to keep confidential any issues of a personal or professional nature shared on the class site.

Student Wellness

As a student, you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, family issues at home, high levels of stress, alcohol/drug problems, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus in Madison by calling (608)265-5600 or visiting www.uhs.wisc.edu. In Eau Claire, visit the Student Health Service office via <http://www.uwec.edu/counsel/> or call 715-836-5360. As social workers, we often expect others to access therapeutic services, and then we don't allow ourselves the same permission. Please validate your right to feel supported in your own life journey.

Other student support services and programs in Madison and Eau Claire include:

- Multicultural Student Center <https://msc.wisc.edu/> (Madison) and <https://www.uwec.edu/Multicultural/index.htm> (Eau Claire)
- LGBT Campus Center <https://lgbt.wisc.edu/> (Madison) and <http://www.uwec.edu/Speakout/> (Eau Claire)
- Dean of Students Office <https://www.students.wisc.edu/doso/20> (Madison) and <http://www.uwec.edu/DOS/> (Eau Claire)

Out-of-Class Communication with Instructor

I encourage students to meet with me (via Canvas 'Blackboard', Skype, Facetime, etc. or in-person) to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet any day of the week except Friday and Saturday mornings until noon when I am teaching on the UW-Madison campus. I prefer to meet with students by appointment so I'm sure to be available; short notice is fine. Please email me with a request to arrange a time to meet; I'm an early riser and I stay up late as well, so I'm available many hours in the day. I am happy to meet students in the Social Work Library or the Wisconsin Institutes for Discovery coffee shop in Madison, or via electronic means for either Eau Claire or Madison students.

VIII. Text, Reading Materials and Media Assignments

You are expected to have read, viewed and listened to all assigned material prior to the date when you are expected to post an original or response post to your discussion group. Reading/consuming media and critically evaluating what you have consumed is necessary so that you can process your learning, actively participate in class discussions, and successfully complete written assignments.

Canvas: All students are required to access Canvas for course content and assignments. If you have difficulty with Canvas, you should contact the DoIT helpdesk: 608-264-4357. If you are new to Canvas, there are many available tutorials that will walk you through the processes you'll need to know to be able to negotiate that LMS (Learning Management System). If you're used to D2L (which is no longer active on the UW-Madison campus), Canvas is similar, but not the same. Also, please check out the capacity of your computer so you can access all the course materials within Canvas. You are responsible for having a computer that is reliable and has the capacity to access the Internet since *all* of this course work will occur via the Web. If you have a significant problem with your computer and will need to replace it or get a substitute, please keep me apprised of your efforts to do so if it affects your ability to keep up, create or submit assignments.

Late Assignment Policy

Assignments are due on the date specified by midnight (11:59 pm). If you are not able to upload your assignment on the day it is due, contact me as soon as you realize you're in that predicament to make other arrangements.

If you **a.)** communicate with me at least 24 hours prior to the due date, **b.)** provide me with a reasonable justification for an extension, and **c.)** we come to an agreement about an adjusted deadline, the assignment handed in by the new date will be considered "on time." Unapproved late assignments will be marked down 1 point for each day the assignment is late.

Academic Writing Criteria

Specific attention should be given to paper organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions/issues in the body of your paper, to the conclusion.
2. Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces.
3. A consistent tense should be used within sentences and throughout the paper.
4. Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice into your formulation of ideas discussed in your paper.
5. Use critical thinking in your reflections: descriptive words, concrete actions, specific conclusions. The comments, "It was good." and "I liked it." are NOT examples of critical thinking.
6. Please do not be repetitious in your writing to 'pad' your paper for length; I will see what you are doing. Resist the temptation; submit a shorter paper rather than include extraneous blather just to make the requested number of pages. Your papers should be polished and carefully edited. In addition to receiving your work as an example of your student performance ability, I am also evaluating you as a professional social worker who is demonstrating your ability to explain or persuade, just as you will be judged in your professional role in any SW job. The safety of a child or the security of a family make be at stake when you are required to advocate for their best interest or safety.
7. When references are required, I prefer that they be primarily from class readings, books, or other peer-reviewed journal articles. You may occasionally use information from a website if you include a live link or hyperlink to the source so that I may access it as well for content relevance and legitimacy.
8. References in the paper need to be woven into the discussion in a seamless manner. Please do not insert a quote into the paper without skillful writing that incorporates the quote into the discussion or reflects your understanding of a concept.

IX. Assignments

1. Discussion Posts (30 points total)

To demonstrate that you have read and absorbed the lecture, readings and media material, you will respond to prompts that I pose in Canvas per unit to your pre-assigned groups for discussion. **This online class will cover two units per week of challenging material, so that means you will have two discussion conversations per week (week 5 only will have three posts).** I *highly recommend* that you do your original/initial posting to the first-of-the-week unit discussion by 11:59 pm on Tuesday of that week and to the second-of-the-week unit discussion by 11:59 pm on Thursday of that week. That way, your responses to your colleagues can follow those dates, and all postings (original + responses to group members) will be due at 11:59 pm on Saturday of that week. It is my hope that, with this format, you will collectively create the "conversation" element of these discussions. I will expect to 'hear' each of your voices provide thoughtful comments that demonstrate your absorption or critique of the material and your reactions to or agreement with your colleagues' comments, and I will respond within Canvas to each Unit's posts. IF you are not diligent in offering your posts early in the week, and everyone waits till the weekend to post, there will be no chance to respond to each other's thoughts, since you'll all be posting at the same time.

2. Reflections (2 total, 10 points/each)

Jessica Rinaldi from the Boston Globe won the 2016 Pulitzer Prize Feature Photography award for, "The life and times of Strider Wolf," described as: ". . . the raw and revealing photographic story of a boy who strives to find his footing after abuse by those he trusted." You will view Ms. Rinaldi's work twice during the semester and will submit an initial and secondary reflection. The first reflection is submitted near the beginning of the course and the second towards its middle. The purpose of the assignment is to provoke thought and reflection.

Reflection #1

Due by 11:59 pm on November 10, 2018

To complete this written assignment successfully, you will:

1. View Ms. Rinaldi's photography at: <http://www.pulitzer.org/winners/jessica-rinaldi>
Note that there are captions at the bottom of each image.
2. Write a 2- to 4-page reflection after viewing the images. Questions you must address when writing include:
 - a. How did you absorb these images? Describe your experience including your impressions, thoughts, and feelings.
 - b. What story did the images tell you?
 - c. What remains unsaid/unknown?
 - d. What questions did the images stimulate in you?
 - e. What purpose do you imagine this assignment might hold in light of this particular course?

Reflection #2

Due by 11:59 pm on December 1, 2018

To complete this written assignment successfully, you will:

1. View Ms. Rinaldi's photography *again* at: <http://www.pulitzer.org/winners/jessica-rinaldi>
2. Read the cover letter submitted by Mr. Brian McGrory to the judges of the Pulitzer Prize on behalf of Ms. Rinaldi.
3. Review the reflection you submitted earlier in the course.
4. Write a second 2- to 4-page reflection after completing steps 1–3. Include the following in your reflection:
 - a. Your opinion about how Mr. McGrory's statement can be used to advocate for populations of children who experience maltreatment: "In its broadest meaning, this story is about more than one family. It is a devastating and uniquely revealing portrait of poverty and the power of trauma to transcend generations. It is also, ultimately, a beautiful, complex and painful story about the yearnings of the human spirit."
 - b. A comparison between the response you submitted at the beginning of the semester with your current reflection; in particular:

- i. What is different between your responses, and what is similar?
- ii. How are you thinking and responding to information about child abuse presented in media after seeing Rinaldi's work?
- iii. Did class content influence your experience the second time you viewed the images? How so?

3. "Perceptions of Child Maltreatment" Values Exercise (10 points)

Due by 11:59 pm on November 17, 2018

As we will learn in class and from our readings, race, culture, socio-economic status, ethnicity, and even geographic location and immigrant status all inform our values about what constitutes child abuse and neglect outside of legal definitions. These values impact how we do our jobs, how policy is made, how interventions are carried out, what legal sanctions are imposed, and what is reported to authorities by mandated reporters.

To become a critical consumer of research and media stories of child abuse and neglect, it is crucial to begin at the beginning: *with you*. A vital first step in becoming an effective change agent is enhancing self-awareness. Being self-aware includes understanding your personal beliefs, values, expectations and biases. You must be aware of how your own set of past experiences (your "filing cabinet") will influence your beliefs about yourself, others and the world.

Without a well-developed sense of self, you may be at risk of unintentionally imposing your own values, beliefs, assumptions or expectations on your clients. You are also at increased risk for burnout in your career as a social worker. This assignment is intended to increase self-awareness as it relates to the subject matter. It is also an opportunity to consider how one's own perspective differs from another's, and to reflect on how the exercise experience may have increased your self-awareness.

To complete this written assignment successfully, you will:

1. Complete the survey.
2. Administer the same survey to a person who is not a member of this class, and who identifies her/they/himself differently than you in terms of race, ethnicity, class, gender, or sexual orientation.
3. Share your responses with each other. Discuss significant differences and similarities.
4. Write a short (maximum 4 pages, double-spaced) paper in which you:
 - a. Discuss how your and your respondent's view of: 1. Parenting, and 2. child abuse/neglect differ. Include possible reasons for these differences. What are some implications for your practice?
 - b. Identify and discuss criteria you believe policymakers could use to distinguish between poor parenting/"amoral" behavior and child abuse and neglect.

4. Enrichment Activity (10 points)

Due by 11:59 pm on December 10, 2018

To complete this written assignment successfully, you will:

1. Attend an event outside of class related to child abuse and neglect. The event can be anything broadly relating to the course, and might include a lecture, seminar, podcast or webinar, field trip, training, or professional conference. I will provide you with a few ideas of available events or sources (e.g. below) and in a more current announcement within Canvas.
2. Produce a short (maximum 500-word) summary description of the event in which you reflect on content and make connections with course content. I encourage you to share with the class the source you accessed (especially if it's still available to attend or access online) and what you have learned. Use the "Share Web Resources" Padlet in the "Course Orientation" module.

Some options include:

- Institute for Research on Poverty Seminar Series: <https://www.irp.wisc.edu/newsevents/seminars.htm>
- Title IV-E Dialogue Series: <https://socwork.wisc.edu/title-iv-e-dialogue-series>
- National Child Welfare Workforce Institute Webinar Series: <http://ncwwi.org/index.php/webinars>

5. *Spotlight Analysis* (30 points)

Due by 11:59 pm on December 18, 2018 (last day of class is Dec. 15, but grades are not due until Dec. 21; you have until Tuesday the 18th to submit so I can complete grading on time)

Length: not to exceed 10 pages (not including cover or reference pages)

This assignment provides an opportunity to apply knowledge gained in this course to an analysis of the film, *Spotlight* (2015). The primary objective of the assignment is to demonstrate enhanced skills as a critical consumer of research and media stories of child abuse and neglect.

Trauma Activation Alert: If you were raised Catholic or are currently Catholic, this assignment may have additional meaning and/or reverberations for you. If you experience unexpected reactions to the movie or your subsequent exploration of the content, please do what is necessary to take care of yourself. Our responsibilities as ethical, responsible social work practitioners include being self-aware and addressing our own mental and emotional health needs so we can provide healthy responses to our client's needs. In addition, please be sensitive to the fact that this is but one example of a systemic issue within a particular organization. Unfortunately, as you are undoubtedly already acutely aware based on watching the news within the US and around the world, this deeply entrenched, system-wide behavior is not limited to Roman Catholicism or to religious institutions.

Grading Rubric for Spotlight:

	Exemplary	Acceptable	Minimal	Attempted
Topic Selection/ Research	Provided a clear and comprehensive assessment of the elements in the	Provided a clear assessment of the elements in the movie.	Provided a cursory overview of the	Provided a few facts about the movie. Did not reference any

	movie. Referenced numerous specific sections/quotes from characters in the movie that supported your position.	References several sections/quotes from characters in the movie that supported your position.	movie. Referenced at least one section/quote from characters in the movie that supported your position.	sections/quotes from characters in the movie that supported your position.
Mechanics	Paper is written in a clear, logical format with smooth transitions between topics. Any sources are cited, margins are one inch, 12-point font is used, and the paper is double-spaced. The length of the paper is not more than 10 pages long not including the cover page and the reference page.	Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used, and the paper is double-spaced. The length of the paper is less than 10 pages long not including the cover page and the reference page and appears to be padded for length not content.	Paper is somewhat difficult to understand. The length of the paper does not meet the 10-page maximum requirement.	Paper is difficult to understand. Sources are not cited, paper does not meet the 10page requirement.
Creativity	Was extremely insightful and original; a unique approach that truly focused on the critical assessment components of the movie.	Was insightful at times; thoughtfully and uniquely written with basic knowledge of story analysis.	Added a few original touches to enhance the paper but knowledge of deeper meaning of the movie was limited.	Little creativity or clear knowledge of the implications of the movie for practice.
Appropriate Strategies	There is a clear link between assessed factors and strategic application of the findings in the movie to direct practice with children and families. Multiple suggestions to address issues in society are well developed with ideas for how to apply the implications of the investigative process relative to children, families, or communities.	There is a link between assessed factors and strategic application of the findings in the movie to direct practice with children and families. Some suggestions to address issues in society are offered with ideas for how to apply the implications of the investigative process relative to children, families, or communities.	The link between assessed factors and strategic application of the findings in the movie are vague, tenuous or unclear. Very few suggestions offered for how to apply any implications relative to children, families, or communities.	Little effort in describing any link between factors and application of findings in the movie. No suggestions for moving forward re: implications for children or families.

Final Assignment Options:

Because some people learn more completely within the structure and support of a group, I'm offering you the choice of doing this last assignment as:

- A. a Team Project: your grade will be reflective of your Group's joint accomplishment, or
- B. an Individual Project: your grade will be reflective of your solo work on this task.

Please choose one option and let me know who will be in your group if you choose 'A'. The structure of your work product will follow the questions below. You can choose how to represent each group members contribution as you wish. Every member of the group is committed to accept the group evaluation (grade) for their effort, as no one in the group will be able to withdraw and seek an individual grade. If after you have agreed to work as a Team you discover that one or more members do not contribute fully to the task, you will assume responsibility for that challenge to your team and will use your skills to engage one another in a solution-building strategy.

General description of the film:

Spotlight won the 2015 Academy Award for Best Picture. It is the true story of how the Boston Globe uncovered the scandal of child sexual abuse in Massachusetts, and the Boston Catholic Archdiocese's efforts to conceal it.

Specifically, throughout 2002, the *Spotlight* team at the Boston Globe published close to 600 stories about the scandal. Two hundred forty-nine priests and brothers were accused publically of child sexual abuse; there were originally an estimated number of survivors in Boston alone that exceeds 1,000; recent disclosures in the Boston area that have subsequently been reported bring those numbers significantly higher.

At the end of that year, in December 2002, Cardinal Law resigned from the Boston Archdiocese. He was reassigned to the Basilica di Santa Maria Maggiore in Rome, one of the highest-ranking Roman Catholic churches in the world.

To complete this written assignment successfully, you will:

1. Watch the film and take notes (if it helps).
2. Read the **five** required questions listed below and consider how to strategically respond to each one, keeping in mind that the primary objective of this assignment is to demonstrate skills as a critical consumer of research and media. Embedded in each question is information about your audience and the mode of your communication. For example, in the first question you are asked to provide a response to a phone call you receive from one of the reporters on the Spotlight team. In this scenario, your written response will demonstrate the tone and tenor you would provide if you actually received such a call with a request for your expertise.
3. Answer the five required questions listed below, incorporating personal reflections grounded in professional research you read throughout the course. Each question is designed to provide you the specific context (i.e., a scene or scenes from the film) and a line of inquiry.

Question 1

When *Spotlight* staff begin to interview survivors, Sasha Pfeiffer meets with Joe at a coffee shop to discuss what happened to him. They exchange the following dialogue:

Sasha: "Can you tell me specifically what happened?"

Joe: "Specifically, he molested me."

Sasha: "Joe, I think language is going to be so important here. We can't sanitize this. Just saying 'molest' isn't enough; people actually need to know what happened."

Sasha and Joe leave the coffee shop and walk. During that walk, Joe discloses some specific details of the abuse scenario. Afterwards Sasha responds: "Joe, did you ever try and tell anyone?" Joe responds, "Yeah, who: a priest?"

Consider this scene and then imagine Ms. Pfeiffer calling you for your expert opinion about the process of disclosure. She suspects some of the Boston Globe readers will hear Joe's account, and question why he didn't tell someone after it happened. Draw from some of the readings assigned in Units 4 and 6 to answer her question: "Based on what you know about how kids tell, how come Joe did not tell anyone about the abuse?"

Please write as though you are responding to such an inquiry over the phone: casual, and yet professional. Reference relevant literature to support your response.

Question 2

At one point in the film, attorney Mitchell Garadino and reporter Michael Rezendes share dinner. During their dinner, Mr. Garadino states:

"This city [Boston], these people, makes the rest of us feel like we don't belong. But they are no better than us. Look at how they treat their children. Mark my words Mr. Rezendes, if it takes a village to raise a child, it takes a village to abuse one."

Imagine Mr. Rezendes went on to quote Mitchell Garadino in an article with the headline, "It Happened on Our Watch." After reading the online article, you scan the comments section and one in particular stands out to you:

"Mr. Garadino is absurd. To imply I'm responsible for what those men did is insulting. It's ridiculous he suggested the average citizen in Boston would let such an abominable thing occur to its children; it's even worse that the Boston Globe would agree with him in the form of a headline. What happened to responsible news reporting?!"

Discern what is at the heart of the reader's offense. Then respond to it as if you were providing a comment to the reader's comment. Since the response is likely to be succinct, use readings to inform your response, but do not feel the need to reference them in the response.

Once you provide your comment, list the articles that informed your response. With each assigned reading you list, provide 2–3 sentences to explain how it influenced what you wrote.

Question 3

As the *Spotlight* reporters uncover more, it becomes increasingly personal for them:

When scanning the names of priests (and where they live) who have been categorized as unassigned, or on sick leave, Matt Carroll states: "Holy sh*t," and then runs down the street. He stands in front of a house and states, "No frickin' way." He returns home and tapes a picture of the house on the refrigerator and a piece of paper that states, "Kids. Stay away from the house at 276 Pelton Street and stay away from the men inside it."

Robbie Robertson realizes that one of the priests from his Catholic school was one of the priests listed as being on "sick leave."

Sasha Pfeiffer stops going to church with her Nana.

Think about what you have learned in this course, and the content of the film. Fast-forward three months from now, imagine a friend or family member brings something to your attention, breaking news about child abuse or neglect, and it reminds you of your experience with the class content and this particular assignment.

Write what you would say about the course, the film, and how it has impacted you personally. Specifically address how, or whether, these elements have influenced your consumption of media accounts about child abuse and neglect.

Question 4

After working hard to uncover the scandal, Michael Rezendes meets with a Judge to request assistance accessing public records that will confirm it. The Judge reviews the records and comments, "These exhibits you're after, Mr. Rezendes, are very sensitive records." When Mike retorts that the records are public, the Judge asks, "Where is the editorial responsibility in publishing records of this nature?" Michael responds, "Where is the editorial responsibility in *not* publishing them?"

Consider the responsibilities of both individuals. Reflect on their respective roles in our democratic society, and then provide a written argument that supports both positions. Identify which position you are leaning towards endorsing and why.

Question 5

As evidence mounts in the *Spotlight* investigation, the pressure to report the news to the public increases. When discussing the story, and when to publish, the editor, Marty Barron, comments "...the bigger story" includes "...going after the system."

Mr. Barron was talking about the Catholic Church when he said "system"; however, earlier in the film other public institutions were implicated. For example, Sasha Pfeiffer interviewed a police officer who stated, "Sure the Chief knows, everybody knows; but nobody wants to cut for priests." Likewise, when asked about whether the prosecutors knew, the officer ended the conversation, stating, "You shouldn't talk about this sh*t."

Reflect on the reality that a number of institutions concealed what occurred in Boston and elsewhere (for example, Penn State’s coach, Jerry Sandusky, who sexually abused children and Penn State covered it up). Consider how typical news about child abuse and neglect includes individual reports. Then, craft a response to the question: How does one examine an individual account of child abuse or neglect reported in the news and further evaluate the context in which it occurred (i.e., systems) and how they may have contributed? This response should be instructive. In other words, tell the reader what skills are necessary and how to demonstrate them when the goal is to move beyond an individual account of maltreatment to system analysis.

X. Appendix A

CSWE Competency Description Addressed in Course	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.1 Demonstrate ethical and professional behavior</p> <p>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</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>Units 2, 3, 5, 8, and 13</p>
	<p>Instructor will provide examples of ethical challenges, potential and actual responses, and consequences for choosing each.</p>	<p>Units 1, 3, 6, 8, 10</p>
	<p>Values Exercise</p>	<p>(p. 21)</p>

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technology and ethically use this technology in social work practice.		
<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, sex, sexual orientation, and tribal sovereign status. 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>Lecture, readings, videos, assignments and discussion related to dimensions of diversity and the delivery of services (K, S, C & AP)</p> <p>Videos, reading and small group activities exploring structural and cultural barriers to services for abused and neglected children and their families and skills required to recognize them (K, V, S, C & AP)</p> <p>Values Exercise (K, S, C & AP)</p> <p>Lectures on Definitions, Emotional Abuse, History of Child Abuse and Neglect (K, V, C & AP)</p> <p><i>Spotlight</i> Analysis (K, V, S, C & AP)</p>	<p>Units 2, 3, 4, 8, and 13</p> <p>Units 1, 4, 5, 7, 12</p> <p>(p. 21)</p> <p>Units 1, 6</p> <p>(p. 22–25)</p>
<p>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice Advanced Generalist social workers demonstrate in a focus area an understanding 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.</p> <p>Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of</p>	<p>Lecture, reading, videos, assignments and discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies in CPS practice in agencies and in relation to other systems that affect children touched by child abuse and neglect. Identification of inequities</p>	<p>Units 2, 4, 7, 12 and 13</p>

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<p>human need and social justice and strategies to promote social and economic justice and human rights.</p> <p>Advanced generalist social workers employ 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>re: access to services and programs, disproportionate treatment of families of color within the CPS system (K, S, V, C & AP)</p>	
	<p>Reflection #1 & #2</p>	<p>(p. 19–20)</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 multi-disciplinary 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>Units 1, 5, 7, 12 and 13</p>
	<p>Focus on assessment strategies, intervention paradigms, and response types in CPS practice (K, S, V, C & AP)</p>	<p>Units 4, 5, 6, 8, 12</p>
	<p>Reflection #2</p>	<p>(p. 19–20)</p>
	<p><i>Spotlight Analysis</i></p>	<p>(p. 22–25)</p>
<p>2.1.5 Engage in Policy Practice</p> <p>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</p>	<p>Lecture, readings, videos, assignments and discussion related to dimensions of local, state (WI and NY) and national policies in CPS practice with emphasis on the role of the CPS response by social workers in Investigations as well as Assessment responses (K, S, V, C & AP)</p>	<p>Units 2, 5, 7, 10, 12 and 13</p>

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<p>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>2.1.6 Engage with Individuals, Families, Groups Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</p>	<p>Lectures, readings, videos and small/large group discussions related to skills, strategies, and guest speakers will share knowledge about facilitating engagement with individuals, families, and groups to maintain or secure safety for children in their homes and in alternate care placements (K, S, V, C & AP)</p>	<p>Units 1, 5, 7, 12 and 13</p>

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<p>2.1.7 Assess Individuals, Families, Groups Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision making.</p>	<p>Lecture, reading, videos and small/large group discussions covering assessment strategies and acquisition of knowledge and skills to support family strengths and successful care of children (K, S, V, C & AP)</p>	<p>Units 5, 6, 7, 12 and 13</p>
	<p>Reflection #1 & #2</p>	<p>(p. 19–20)</p>
<p>2.1.8 Intervene with Individuals, Families, Groups Advanced Generalist social workers recognize and understand 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. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Lecture, reading, videos and small/large group discussions, and case studies focused on evidence-informed interventions and assessments (K, V, S, C & AP)</p>	<p>Units 5, 7, and 13</p>
	<p><i>Spotlight Analysis</i></p>	<p>(p. 22–25)</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods</p>	<p>Our guest lecturers will demonstrate how they evaluate children, families, or systems in the context of their roles as practitioners, researchers, individuals, families, or groups. (K,S)</p>	<p>Units 5, 7, and 13</p>

CSWE Competency Description Addressed in Course	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p><i>Spotlight Analysis</i> (K, V, S, C & AP)</p>	<p>(p. 22–25)</p>

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