

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

**SOCIAL WORK PRACTICE WITH ABUSED AND NEGLECTED CHILDREN
AND FAMILIES:
Fall 2009**

**Course and Unique Number: SW N360K (UG) 63620 and
SW N393U1 (GRAD) 63995**

Meeting Time/Place: Tuesday 8:30 - 11:30/ SWB 2.118

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**Office Number: SWB 3.212F (South wing) and at the Summit Drive CPS
office**

Office Hours: Tuesday 11:30 am - 12:30 pm and by appointment

I. Course Description

This course examine from a variety of theoretical frameworks the factors, indicators, and dynamics associated with child maltreatment, including physical abuse, assessment orientation, with a child-focused, family-centered strengths approach. Prevention, practice, policy and research issues will be critically assessed. Child maltreatment will be examined within its relationship to other social welfare problems. The course will explore indicators of populations at risk of being victims of abuse and neglect, as well as those at risk of abusing or neglecting their children. Particular attention will be given to understanding the service delivery system involved in developing the health and well-being of maltreated children and their families, including investigation of allegations, risk assessment, emergency shelter services, family safety services, out of allegations, risk assessment, emergency shelter services, family safety services, out of home placement, foster care and kinship care, and adoption. The role of the legal system will be explored as well. Controversial issues in child welfare will be discussed with in the framework of the values of the social work profession.

This course is a cross-listed practice elective. Social work students are given priority for course registration, while students from other disciplines are admitted with permission of the instructor. This course does build on the liberal arts perspective. No other prerequisites are required. Issues related to social injustice and cultural diversity will be addressed in micro, mezzo, and macro level assignments, course readings and special topics designated in the course schedule of this syllabus.

II. Course Objectives

The course objectives include the ability of the student to:

1. Understand the social context of abuse and neglect of children through a historical overview of child maltreatment.
2. Demonstrate self-awareness of personal beliefs, values, and attitudes about child abuse and neglect through examination of ethical dilemmas and their impact on practice, service, and clients.
3. Demonstrate understanding, affirmation, and respect for persons from different backgrounds, including age, gender, race, ethnicity, culture, class, religious belief or spirituality, family structure, sexual orientation, physical or mental ability, national origin, or other issues of diversity related to child abuse and neglect.
4. Apply varied theoretical approaches in assessing factors, indicators, and dynamics associated with child maltreatment.
5. Identify the impact of abuse and neglect on the physical, intellectual, psychosocial and moral development of the child.
6. Understand and apply risk assessment skills to the service stages of child protection.
7. Critically assess policy, practice, and research issues that focus on culturally relevant prevention and intervention in child maltreatment.
8. Understand social and economic justice issues relating to child maltreatment and its relationship to other social welfare problems including juvenile crime, substance abuse, domestic violence, poverty, as well as developing an awareness of the global interconnections of violence and oppression.
9. Understand the complex array of social services provided to abused children and their families in order to promote healthy families and well-being, as well as an understanding of the process and services provided when out of home placement is in the best interest of the child's safety, health and well-being.

III. Teaching Methods

This is a very experiential class. A variety of teaching methods will be used including lecture, discussion, guest speakers, exercises, video materials, a field visit and student presentations.

Laptops will not be needed in class nor are they allowed.

IV. Required Text and Materials

Crosson-Tower, C. (2005). *Understanding child abuse and neglect* (7th ed.). Boston: Allyn and Bacon. **(required)**

Reserve Readings listed on the class schedule can be found on e-reserves.

Accessing E-Reserves

Go to UT Website

On Left: Libraries & Museums

At the top bar that starts with “About the Libraries” Click on **Library Services**

Click on **Reserves**

In Electronic Reserves Table under **Student Column**

Click on **Find**

Click on drop down arrow by Course Number and click on **Instructor**

Type in **Johnson** in the box and click on search

The bottom line is our course—SW360K

The **Password** is also **SW360K**

“Not-required” readings are also included in reserve readings. These are provided to enrich the learning experience of undergraduate students and they are encouraged to read them. Graduate students are required to do these readings and exam questions for graduate students may come from these readings.

Blackboard : grades will be posted on blackboard.

Students will choose an additional book to read for the Book Reflection Paper, from those listed below . Let me know by 7/1/09 or earlier, the title of the book you are planning to read. A place to record your choice will be provided in class.

Crosson-Tower, C. (2003). *From the eye of the storm: The experiences of a child welfare worker*. Boston: Allyn & Bacon.

Parent, M. (1998). *Turning stones: My days and nights with children at risk*. New York: Ballantine Books.

Perry, B. (2006). *The boy who was raised as a dog; And other stories from a child psychiatrist's notebook*. New York: Basic Books

V. Course Requirements

| <u>Due Dates</u> | <u>Assignments</u> | <u>Possible Points</u> |
|-------------------|-----------------------------|------------------------|
| 10/13/09 | Exam I | 30 |
| 10/2/09 | Agency Reflection Paper | 5 |
| 11/3/09 – 12/1/09 | Group Presentation | 15 |
| 11/17/09 | Book Reflection Paper | 15 |
| 12/1/09 | Exam II | 30 |
| ongoing | Professional Accountability | 5 |
| | Total: | 100 |

Grading

Letter grades for the course will follow this distribution:

GRADUATE GRADING SCALE

100 - 94 = A

93 - 90 = A-

89 - 87 = B+

86 - 84 = B

83 - 80 = B-

79 - 77 = C+

76 - 74 = C

73 - 70 = C- (Class failed/no credit: 73 and below)

69 - 67 = D+

66 - 64 = D

63 - 60 = D-

59 and below = F

UNDERGRADUATE GRADING SCALE

100 - 94 = A

93 - 90 = A-

89 - 87 = B+

86 - 84 = B

83 - 80 = B-

79 - 77 = C+

76 - 74 = C

73 - 70 = C-

69 - 67 = D+

66 - 64 = D

63 - 60 = D-

59 and below = F

Examinations

Two examinations based on readings, lectures, speakers, discussions and class activities will be given in the course. Exam I will be given in class as scheduled on the course outline. Questions will consist of multiple choice, matching, true/false, fill in the blank, short answer and essay. You will be allowed 70 minutes for exam I, beginning at 8:35 am the date of the exam.

Exam II is a take-home exam. It will be distributed on the second to last class and due at the last class. This exam will consist of short answer and essay questions. Each exam will be worth 30 points.

Group Project

This assignment gives the student the opportunity to conduct further research on a critical

child welfare issue. Working in a small group, you will make a presentation in class on your issue and associated policy and practice implications within the child welfare system. Grading will also be based on the group's ability to determine and include the major points and research on their assigned topic, as they relate to child abuse and neglect, in a *concise 30 minute presentation*.

Each group member is expected to participate in the oral presentation. If a Power point presentation and/or hand-outs are used, they should be E-mailed to the instructor the day of the presentation so that class copies can be made. If you use a dark background, send the instructor a version with a light background for printing. A bibliography is required. Group members will be required to wear professional clothing during their presentation. Each member of the group will prepare a brief type-written statement outlining their contributions to the project. It may be helpful for each member of the group to maintain a log to document their efforts throughout the semester. Be sure to include details of your assignment. Also, due the day of the presentation, each member of the group will turn-in an evaluation for each of the other members of the group. This rating will be factored into grading. This assignment is worth 15 points. The dates for the presentations will begin ??/09 and are scheduled through ??/09. Some class time will be set aside for groups to meet, as time allows, but additional meetings will be needed.

Group Presentation Topics

1. Poverty & Child Maltreatment
2. Domestic Violence & Child Maltreatment
3. Alcohol, Substance Abuse & Child Maltreatment
4. Gay & Lesbian Adoptions
5. Foster Parent Recruitment & Retention?
6. Child Abuse Prevention

Agency Reflection Paper 10/209 5 points

A two page paper regarding the field visit. This paper should consist of your observations and opinions of what you saw and heard. The format will be handed-out in class.

Book Reflection Paper 11/17/09 15 points

A six to seven page paper, regarding the book you read. This paper will give the student the opportunity to reflect on their observations, feelings and experiences relating to this reading. The format will be handed-out in class.

Students are expected to produce high quality work in terms of appearance, writing style, and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information and failure to include all the required information as listed in the format.

Papers and assignments can be submitted in hard copy during class or by e-mail to

cmj1230@mail.utexas.edu If you choose to submit electronically, any computer error or operator error including an omission to attach the paper, is not the responsibility of the instructor. Papers/assignments are considered received based on the time of the e-mail with an attached paper.

Late papers, assignments and exam II will be penalized for each calendar day they are late. A paper, assignment or exam not received by 8:30 a.m. on the date due is considered one day late. If not received by 8:30 a.m. the next day they are considered two days late etc. **Late penalties are 1 point off for each day the assignment is late.**

Careers in CPS

This assignment is voluntary and will not be discussed until the last class is dismissed on the last class day. Those students who are interested would need to remain in class after dismissal. This assignment allows the student the opportunity to become familiar with the State's Child Protective Service (CPS) web site and the many careers available in CPS. You will need to visit this site and determine how to apply for positions. Print a job description from the DFPS web site for a position you might be interested in and turn it in by the last class. This is due the last class, but this may be turned-in early. You may need to check the postings early in the semester to find a position that you are interested in.
<http://www.dfps.state.tx.us>

VIII. Class Policies

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Professional Accountability in the classroom will follow the Standards for Social Work Education. This is worth 5 points of your final grade. This includes professional behavior and consistent participation in class discussions.

These standards can be found at:

<http://www.utexas.edu/ssw/aa/forms/resources/standards.doc>

The full 5 points will be awarded to students who consistently attend and participate in class and contribute positively to the functioning of the class. Absence from more than two classes will result in the loss of all of these points, unless the instructor has been notified in advance of an emergency or an illness for which verification has been received.

VII. Course Schedule

There may be adjustments to the schedule to accommodate the schedules of guest speakers.

| <u>Date</u> | <u>Description</u> | <u>Readings</u> |
|--------------------------------------|---|--|
| September 1 st Class 1 | Course Overview | |
| September 8 th Class 2 | Introduction to Child Welfare & the Child Protection System | |
| | Child Welfare Values Child & Parent's Rights | Rycus, Field Guide to child Welfare, Child welfare values today, pp. 31-41. |
| | Historical Perspective of Child Maltreatment | Crosson-Tower, The Maltreatment of Children from a Historical perspective, Ch.1, pp. 1-22. |
| | Cultural Diversity | Crosson-Tower, Minority Family Systems, Ch.2, pp 29- 38. |

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| | <p>Texas Family Code & the Legal System</p> <p>Select groups & group presentation topics</p> | <p>Definitions of child abuse & neglect in TX</p> |
| <p>September 15th Class 3</p> | <p>Physical Abuse of Children</p> <p>The Story of Sarah: exercise</p> <p>Emotional Abuse</p> | <p>Crosson-Tower, The Physical abuse of children, Ch. 5, pp. 96-117.</p> <p>Reder et.al, Studies in the Assessment of Parenting, Significant Dimensions of Harm to a Child, Ch.5, pp. 90-104.</p> <p>Sarah's Story; articles Fontes, Child Abuse & Culture: Working with Diverse Families, pp108 – 134 (not required for undergraduates)</p> <p>Crosson-Tower, The Psychological Maltreatment of Children, Ch.9, pp. 215-223</p> |
| <p>September 22nd Class 4</p> | <p>Neglectful Supervision, Physical Neglect, Abandonment, Refusal to Accept Parental Responsibility</p> <p>Treatment Issues for Neglect</p> <p>Speaker: David Johnson, LPCi, Therapist/Supervisor, Scarborough Cottage Settlement Home</p> | <p>Crosson-Tower, The Neglect of Children, Ch. 4, pp. 67-93</p> <p>Berry, Promising Practices in Understanding & Treating Child Neglect, pp13 – 22</p> |
| <p>September 29th Class 5</p> | <p>Field Visit to: Settlement Home Residential Treatment Center, Foster Care & Adoption Services</p> | <p>8:45 am, 1600 Payton Gin Road, Austin, TX % Linda Addicks Kokemor</p> |

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| <p>October 6th Class 6</p> | <p>Sexual Abuse</p> <p>Speaker: Wendy Morse, Masters in Conflict Resolution & Human Rights, CASA Supervisor</p> | <p>Crosson-Tower, The Sexual abuse of children, Ch. 6, pp. 121-147</p> <p>Crosson-Tower, Incest: Familial Abuse, Ch. 7, pp. 152-178</p> <p>Fontes, Cultural Aspects of Shame in Child Sexual Abuse, pp139 – 151 (not required for undergraduates)</p> |
| <p>October 13th Class 7</p> | <p>Exam I</p> <p>Speaker: CPS Panel</p> | |
| <p>October 20th Class 8</p> | <p>Effects of Maltreatment & Trauma on Child Development</p> <p>Resiliency</p> <p>Speaker: Dr. Stephen Terrell Family therapist, attachment expert & adoptive parent</p> <p>*Title of book for Book Reflection paper due</p> <p>*Agency Reflection paper due</p> | <p>Crosson-Tower, Maltreatment and the Developing Child, Ch. 3, pp. 47-65.</p> <p>Zielinski et al, Ecological Influences on the Sequelae of Child Maltreatment: A Review of the Literature</p> |
| <p>October 27th Class 9</p> | <p>Stages of Service & Child Safety</p> <p>Intake, Investigation, Reporting, Family Based Safety Services, Sub-care/Conservatorship, Adoption, Risk Assessment,</p> | <p>Crosson-Tower, Intervention: Reporting and Investigation, Ch. 10, pp. 226-254.</p> |

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| | <p>Disproportionality</p> <p>Speaker: Jane Burstain, Senior Policy Analyst, Center for Public Priorities</p> | |
| <p>November 3rd Class 10</p> | <p>Permanency & Child Placement</p> <p>Permanency & Concurrent Planning, Service Planning Placements, Foster Care, Adoption, Child Placing Agencies,</p> <p>Group Presentation: #1 Poverty & Child Maltreatment</p> | <p>Crosson-Tower, Foster Care as a Therapeutic Tool, Ch 15, pp 351-359.</p> |
| <p>November 10th Class 11</p> | <p>Working with the Child & Family</p> <p>Kinship, Family Group Decision Making, Reunification, Visitation, Services, Assessment & Treatment</p> <p>Solution Focused Interviewing of CPS Clients</p> <p>Motivating CPS Clients</p> <p>Group Presentations: #2 Domestic Violence & Child Maltreatment and</p> | <p>Winston, Child Abuse & Neglect: Multidisciplinary Approaches, Ch 9 Treatment, pp161 -195</p> <p>Family Group Decision Making Policy</p> <p>Private Family Time: Heart of Family Group Conferencing (not required for undergraduates)</p> <p>Corcoran, Solution Focused Interviewing of CPS Clients, pp 461-478</p> <p>Co-Constructing Cooperation with Mandated Clients, pp 361-373.</p> <p>Keeping the Family Tree Intact Through Kinship</p> |

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| | <p>#3 Alcohol, Substance Abuse & Child Maltreatment</p> <p>Speaker: Deshaun Ealoms, Parent Program Specialist</p> | <p>Care (not required for undergraduates)</p> <p>Crosson-Tower, Treatment: Physical Abuse & Neglect, Ch.13, pp 297 –321</p> |
| <p>November 17th Class 12</p> | <p>Youth Exiting the Foster Care System</p> <p>Transitional Living Services</p> <p>Speaker: Trista Miller, Youth Specialist</p> <p>*Book Reflection Paper due</p> | <p>Preparation for Adult Living Policy</p> <p>Merdinger, et al, Pathways to College for Former Foster Youth, pp 867 - 896</p> |
| <p>November 24th Class 13</p> | <p>Adoption of Children from CPS</p> <p>Group Presentation #4 Adoption by Gays & Lesbians</p> <p>Take-home exam distributed</p> | <p>Downs, et.al., Adoption of Children with Special Needs, pp. 385-401</p> <p>Fahlberg, Attachment & Bonding...19-65.</p> |
| <p>December 1st Class 14</p> | <p>Group Presentations: #5 Foster Parent Recruitment & Retention and #6 Child Abuse Prevention</p> <p>Course-Instructor Surveys & class wrap-up</p> <p>Careers in CPS</p> <p>Take-home exam due</p> | |

VIII. Bibliography

- Berry, M., Charlson, R., Dawson, K. (2003) Promising practices in understanding and treating child neglect. *Child & Family Social Work*, 8, pp13-24.
- Corcoran, J. (1999). Solution focused interviewing with child protective services clients. *Child Welfare*, LXXVIII(4), 461-478.
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- Downs, S.W., Moore, E., McFadden, E.J., Michaud, S.M., Costin, L.B. (2004). *Child welfare and family services: Policies and practice*. Boston, MA: Allyn and Bacon.
- Dubowitz, H., and DePanfilis, D. (2000). *Handbook for child protection practice*. Thousand Oaks, CA: Sage Publications.
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- Johnson, C. (2002). *Physical abuse: Accidental versus intentional trauma in children*. Thousand Oaks: Sage Publications.
- Johnson, T.C. (2000). *Understanding children's sexual behaviors: What's natural and healthy*. California: Tony Cavanagh Johnson, Ph. D.
- Merdinger, J.M., Hines, A.M., Osterling, K.L., Wyatt, P. (2005). Pathways to college for former foster youth., *Child Welfare*, LXXXIV(6), 867 – 896.
- Policy handbook (2007). Texas Department of Family and Protective Service, Child Protective Service.

National Adoption Information Clearing House (2007). *Keeping the family tree intact through kinship care*. Rockville, MD.

Reder, P., Duncan, S., Lucey, C. (2003). *Studies in the Assessment of Parenting*. New York, NY: Brunner-Routledge.

Rycus, J.S., Hughes, R.C. (1998). *Field guide to child welfare*. Washington, DC: Child Welfare League of America Press.

Sampson, J.J., Tindall, H.L. (2007). *Texas family code annotated*. Thomson West.

Walton, E., McKenzie, M., Connolly, M. (2005). Private family time: Heart of family group conferencing. *Protecting Children, 19 (4)*, 17-23.

Winton, M.A., Mara, B.A. (2000). *Child abuse and neglect: Multidisciplinary approaches*. Boston, MA: Allyn and Bacon.

Zielinski, D.S., Bradshaw, C.P. (2006). Ecological influences on the sequelae of child maltreatment: A review of the literature. *Child Maltreatment, 11(1)*, 49-62.

Helpful websites:

<http://www.dfps.state.tx.us>

<http://www.capitol.state.tx.us/>

<http://sswnt7.sowo.unc.edu/fcrp/Cspn/cspn.htm>

<http://www.childwelfare.gov/>

<http://www.financeprojectinfo.org/WIN/default.asp>

<http://www.cwla.org/>

http://www.hhs.state.tx.us/news/reports/CPS_Implementation_Plan.shtml

<http://www.naswtx.org/>

<http://www.aecf.org/kidscount/>

<http://nccanch.acf.hhs.gov/>

<http://www.americanhumane.org/site/PageServer>

<http://www.aacap.org/publications/factsfam/rspdabus.htm>

<http://www.casey.org>

<http://www.childtrends.org>