I. Course
   A. Catalog Description
      Critical analysis of the etiologies, effects, clinical assessment and treatment strategies of child abuse and neglect.

   B. Purpose
      This course provides knowledge about the etiologies and effects of child maltreatment, assessment, and treatment strategies. It includes content on practice skills related to child maltreatment, family preservation, substitute care, and permanency planning. Child physical abuse, sexual abuse, neglect, psychological maltreatment, and the consequences of maltreatment across childhood, adolescence and adulthood are addressed.

II. Course Objectives
   Upon completion of this course, students will be able to demonstrate the following competencies:

   1. Describe the definitions, history and theories of child maltreatment.
   2. Identify the range of services available in child welfare, including gaps in current services.
   3. Analyze the relationship between the stages of child development and child maltreatment.
   4. Identify and assess the characteristics and dynamics of various forms of child maltreatment, including risk and protective factors, and their corresponding interventions for children and families.
5. Evaluate the social worker role and identify techniques for practice with resistant and non-voluntary clients.
6. Examine the effects of family structure, race and ethnicity, gender, social class, gender and sexual orientation on families and children, and apply this knowledge to practice.
7. Design assessment and intervention with children and adults experiencing separation as a result of child abuse and neglect, family reunification, or kinship care.
8. Demonstrate the ability to utilize various systems and evaluate practice techniques to intervene with families who have experienced child maltreatment.

III. Course Content

This course will include the following topical (content) areas:

1. Historical Perspective of Child Maltreatment
2. Theoretical Overview of Child Maltreatment
3. Child Neglect and Treatment/Intervention
4. Neglect of Children’s Health
5. Child Physical Abuse and Treatment/Intervention
6. Child Fatalities & Medical Evaluation of Physical Abuse
7. Assessing Risks and Identifying Protective Factors
8. Sexual Abuse: Incest, or Familial Abuse and Medical Issues
9. Extrafamilial sexual abuse, misuse & exploitation
10. Sexual Abuse and Treatment/Intervention
11. Techniques for working with families as it relates to child maltreatment and domestic violence and substance abuse
12. Psychological Maltreatment and Treatment/Intervention
13. Overview of a local Children Assessment Center
14. Overview of Child Protection System and Legal System
15. Risk Management for Professionals Working with Maltreated Children and Adult Survivors
16. Cultural Competency in the Field of Child Maltreatment
17. Preventing & Reporting Child Abuse

IV. Textbooks

Required:

Recommended:

V. **Course Requirements**

Assignments:

1. Participation
   a. In class assignments/pop quizzes (20%)
   b. Attendance (15%)

2. Individual Written Assignments
   a. Assessment (25%)
   b. Intervention (15%)

3. Group Presentation of Case Vignette on DVD & Written Summary (25%)

A Course outline with assigned readings from the texts, and handouts is included in syllabus. A thorough understanding of the topics of discussion will require preparatory work.

1. a) The classroom content will blend assessment and intervention techniques (received through lectures, readings, speakers, and videos) with the experiential to enhance assessment and intervention skills through in-class discussion, small group exercises, stimulations, and role playing. Because of this format, active presence of all students in class and keeping pace with reading assignments is critical to learning and to the effectiveness of the class.

   b) Each unexcused absence will result in the loss of 5 points per unexcused absence from the student’s earned total points at the end of the course. If necessary to miss a class, it is the student’s responsibility to inform the instructor prior to the start of the class period. The third absence will result in the instructor’s recommendation that the student withdraw from the course.

2. a) Each student is responsible for writing a 6-8 page assessment paper on a case vignette covered in assigned readings or handouts, in APA format that includes citations (reference page is NOT included in the page count). The paper should: 1. Be based on an initial assessment of the case vignette chosen; 2. Utilize three or more assessment tools (or a modified version of the assessment tools) and three or more theories; 3. Provide a summarized assessment of at least four risk factors and four protective factors; 4. Provide a summary of at least five recommendations for services that your client will need to address the risks that are identified in the assessment paper. The assessment paper is due on October 9th and must be submitted via link in blackboard through
b) Each student is responsible for writing a 4-5 page intervention paper in (APA format) using the same case vignette chosen in the assessment paper. The paper should revisit the service plan from the initial assignment and write a more detailed intervention plan. Be specific on how to set up the service plan by including the problem, task, time frame, expected outcome, and what you are willing to do to facilitate the tasks on the service plan. In addition use at least two intervention models that are relevant and culturally competent to your case vignette. Note: cite intervention models mentioned in the 4-5 page intervention paper and add a reference page, which is NOT included in the 4-5 page count. **The intervention paper is due on November 13th and must be submitted via link in blackboard through turnitin.com.**

3. Group presentation of case vignette on DVD project and one page and a half summarizing the case vignette chosen, (i.e. description of clients, assessment and intervention used with client). Divide into small groups of three to four people and choose a case or use a composite of the cases from each member’s individual written assignment. Select a target client (child, parent, family member, or perpetrator) with whom you will conduct an interview through role play, identifying risks or concerns and applying intervention methods. The interview can be one session or a view of different sessions. The video can start in the middle of the practice session. The case vignette video should be between 15-20 minutes, with each student role playing the “role of social worker” for 5 minutes. In-class time will be provided for use of the practice lab to work on DVD case vignettes. A schedule will be provided for signup, and in the event your group does not sign up in a timely manner, a time will be scheduled by instructor. A schedule will be posted on Blackboard Vista. In the event if your group is unable to meet during the allotted times, then non-class time can be arranged but instructor must be notified. **The group presentation of the case vignette on DVD project is due on December 4th, and will be presented during that class time.**

**VI. Evaluation and Grading**

Scores from each assignment: (1) participation: in-class assignments/ pop quizzes and attendance, (2) individual written assignments, and group presentation will be converted according to the grading distribution indicated above. The scores will then be combined and final letter grades will be based on the following grading scale:

- **A** = 96-100% of the points
- **A-** = 92-95.9%
- **B+=** 88-91.9%
- **B** = 84-87.9%
- **B-** = 80-83.9%
- **C** = 72-75.9%
- **C-** = 68-71.9%
- **D** = 64-67.9%
- **F** = Below 64%
VII. Policy on grades of I (Incomplete):

Please refer to the UH Graduate and Professional Studies Bulletin for the university policy regarding a grade of Incomplete (I). Incompletes will be given only in accordance with this policy. Assignments are due at the beginning of the class session for which they are due, as indicated in the course outline below. Late assignments will be reduced by 10 points for each day they are late. If late assignment is submitted by midnight on due date than only 5 points will be deducted. Please plan accordingly so that you are able to complete and submit your assignments on time, and inform me ASAP should any problems arise. If an emergency prevents you from attending class on the day an assignment is due, you must notify me prior to the class so that appropriate arrangements may be planned. An unexcused absence will also result in a grade of zero (0) on any in-class assignments administered on the day of the absence.

VIII. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.
### IX. Course Schedule and Reading Assignments

#### Course Outline & Readings/Assignments for

**SOCW 7303: Child Abuse & Neglect**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td><strong>Aug 28</strong></td>
<td>Overview of the Course; Historical Perspective; The Orphan Train Video; Theoretical Overview of Maltreatment; select small groups and discuss assigned reading case vignette scenarios for group project; Tour Practice Lab</td>
<td>Crosson-Tower Chapter 1</td>
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<tr>
<td><strong>Sept 4</strong></td>
<td>Child Neglect; Neglect of Children’s Health: small group activity-case vignette assessment</td>
<td>Crosson-Tower Chapter 4 Myers Chapter 9 Webct: Case Vignette # 5, # 7 In-class assignment</td>
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<tr>
<td><strong>Sept 11</strong></td>
<td>Child Physical Abuse &amp; Child Fatalities, Medical Evaluation of Physical Abuse; Visual Assessment of Physical Abuse Video; Introduce &amp; review some different risk assessment tools across the nation used to assess characteristics of child abuse/neglect and identifying risk and protective factors in child abuse cases); small group activity-case vignette assessment</td>
<td>Myers Chapter 11 Crosson-Tower Chapter 5 Webct: Case vignette # 4, # 1 In-class assignment</td>
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<tr>
<td><strong>Sept 18</strong></td>
<td>Sexual Abuse; Dr. Perry’s Video( The Fear Response); Incest, or Familial Abuse; Medical Issues in Child Sexual Abuse; small group activity-case vignette assessment; 30 minutes in-class time/or practice lab for group project</td>
<td>Crosson-Tower Chapters 6, 7 Myers Chapters 15 Webct: Case vignette # 6 In-class assignment</td>
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<tr>
<td><strong>Sept 25</strong></td>
<td>Guest speaker- Mandi Kimball, Children At Risk( Topic: “Human Trafficking”); Extrafamilial Sexual Abuse, Misuse, &amp; Exploitation; Adults, Adolescents, &amp; Children Who Sexually Abuse Children; 30 minutes in-class time/or practice lab for group project; Discuss assessment paper</td>
<td>Crosson-Tower Chapter 8</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Reading Assignments</td>
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<td>Oct 2</td>
<td>Continue discussion on risk assessment tools and various practice skill assessment tools used to assess risk of abuse/neglect (Genogram, Lifeline, Ecomap as they relate to assessing risks of child maltreatment)</td>
<td>No reading assignment: In-class assignment</td>
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<td>Oct 9</td>
<td><strong>Assessment Paper Due</strong>; Guest speakers: Renee Gillespy, Houston Area Women Center and Holly McDonald, The Council on Alcohol and Drugs Houston (techniques for working with families as it relates to child maltreatment and domestic violence and substance abuse, &amp; parenting drug affected children; Psychological Maltreatment; Child Maltreatment in the Context of Substance Abuse; Child Abuse in the Context of Domestic Violence; assessment; small group activity-case vignettes; 30 minutes in-class time/or practice lab for group project)</td>
<td>Myers Chapters 8, 10&lt;br&gt;Webct: Case vignette #11, #8&lt;br&gt;In-class assignment</td>
</tr>
<tr>
<td>Oct 16</td>
<td>Treatment: Physical Abuse &amp; Neglect; Adults Abused as Children; An Integrated Model of Psychotherapy for Abused Children, &amp; Treating Adult Survivors of Severe Childhood Abuse and Neglect: Further Development of an Integrative Model; Video- Living &amp; Working with Traumatized Children; Debrief &amp; discuss video; small group activity-case vignette intervention</td>
<td>Crosson-Tower Chapters 13, 17&lt;br&gt;Myers Chapters 12&lt;br&gt;Webct: Case vignette #15, #4, In-class assignment</td>
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<tr>
<td>Oct 23</td>
<td>Continuation of treatment: Physical Abuse &amp; Neglect topic; Identify &amp; discuss different intervention methods/models; small group activity-case vignette intervention; 30 minutes in-class time/or practice lab for group project</td>
<td>No reading assignment: In-class assignment - Intervention vignettes/cont. of case vignette #15, #4</td>
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<tr>
<td>Oct 30</td>
<td>Treatment: Sexual Abuse; Mental Health Treatment for the Effects of Child Sexual Abuse; Treatment of Adolescent and Adult Sex Offenders; continue discussion on intervention</td>
<td>Crosson-Tower Chapter 14&lt;br&gt;Myers Chapters 16, 17&lt;br&gt;Webct: Intervention vignettes&lt;br&gt;In-class assignment</td>
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### Methods/Models
Discuss intervention paper; 30 minutes in-class time/or practice lab for group project

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Assignments</th>
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<tr>
<td>Nov 6</td>
<td>Continuation of treatment of sexual abuse topic; debrief/discuss comparison/contrasts of movie videos as they relate to treatment/intervention; In class small group activity</td>
<td>Myers Chapter 18 and watch one movie video out of 3 Choices: Precious, Antwone Fisher, or Oliver Twist Movie 2005 or 1997 versions prior to class (take notes) for small in class group activity/discussion Movie Handout to be given in class; In-class assignment</td>
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<tr>
<td>Nov 13</td>
<td>Intervention paper due via link in Blackboard for Turnitin.com / Tour and Overview of the Children Assessment Center in Harris County: forensic interview services; CPS and law enforcement's role at the CAC; CAC therapy &amp; psychological services-modalities used to treat sexually abused children &amp; families</td>
<td>Myers Chapters 19, and 20 Class meets at the CAC Children Assessment Center 2500 Bolsover Dr. Houston, TX 77005</td>
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<td>Nov 20</td>
<td>HBO Video-Broken Child Case Studies-debrief and discuss video; The Legal System and Child Protection; Foster Care as a Therapeutic Tool; Risk Management for Professionals Working with Maltreated Children and Adult Survivors; small group activity-case vignette intervention; 30 minutes in-class time/or practice lab for group project</td>
<td>Crosson-Tower Chapter 15 Myers Chapters 3, 4, and 5 Webct: Case vignette # 9, # 13 &amp; Intervention vignettes; In-class assignment</td>
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<tr>
<td>Nov 27</td>
<td>Preventing and Reporting Abuse &amp; Cultural Competency in the Field of Child Maltreatment; class discussion on vignettes; 30 minutes in-class time/or practice lab for group project</td>
<td>Crosson-Tower Chapter 2 pp. 29-42 Myers Chapters 2 and 21 Webct: Case vignette # 12, # 14 &amp; Intervention vignettes; In-class assignment</td>
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<tr>
<td>Dec 4</td>
<td>Group projects- DVD case vignettes due(DVD and written transcript); DVD case vignettes presentations</td>
<td>No reading assignments</td>
</tr>
</tbody>
</table>

### X. Bibliography

www.cehd.umn.edu/ssw/g-s/ebp-cc_modules/index.html
www.hc-ps.org
www.childwelfare.gov/pubs/factsheets/fatality.cfm

www.acf.hhs.gov/programs/cb/pubs/cm08

http://www.calib.com/nccanch/pubs/usermanual.cfm


XI. Americans with Disabilities Statement
Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.