



COURSE TITLE/SECTION: SOCW 7303/18709 CHILD ABUSE & NEGLECT
(A HBSE/Practice Elective Course)

TIME: Tuesdays 1:00-4:00pm Room 107B

FACULTY: Brunessia Lewis, MSW

OFFICE HOURS: GCSW Building, Office 436
T, W, TH, F 9:00-4:00
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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 intimate partner 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:

Crosson-Tower, C. (2008). *Understanding child abuse and neglect* (9th ed.)
Massachusetts: Allyn and Bacon. ISBN: 9780205399697

Myers, J. E. (2011). *The APSAC handbook on child maltreatment* (3rd ed.).
Thousand Oaks, CA: Sage. ISBN: 9781412966818 paperback

Recommended:

Scannapieco, M., & Connell-Carrick, K. (2005). *Understanding child maltreatment*. New York, NY., Oxford University Press. (found on E-books at UH Library)

V. Course Requirements

Assignments:

1. Participation
 - a. In class/online assignments (10%)
 - b. Pop quizzes (10%)
 - c. Attendance (15%)

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

3. Group Presentation of Video Case Vignette & 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 four assessment tools (or a modified version of the assessment tools) and four theories; 3. Provide a summarized assessment of five risk factors and five protective factors; 4. Provide a summary of at least seven 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 7th and must be submitted via Blackboard Learn under the Assignments link.**

3. 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 11th and must be submitted via Blackboard Learn under the Assignments link.**

4. Group presentation of video case vignette 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 video 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 Learn. 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 video case vignette is due on December 2nd, and will be presented during that class time.**

Students will upload their video onto youtube.com by utilizing the following account:

**Username: childabusecourse
Password: abuseandneglect
Verification Code: 365959**

VI. Evaluation and Grading

Scores from each assignment: (1) participation: in-class/online assignments, pop quizzes and attendance, (2) individual written assignments: assessment and intervention papers and (3) group presentation of video case vignette & written summary 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	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	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

(all readings & assignments are expected to be completed prior to class)

Course Outline& Readings/Assignments for

SOCW 7303: Child Abuse & Neglect

Dates	Topics	Readings/Assignments DUE
Aug 26 Wk 1 ppt	Overview of the Course; Historical Perspective; The Orphan Train Video; Theoretical Overview of Maltreatment	°Crosson-Tower Chapter 1
Sept 2 Wk 2 ppt	Review <i>Recognizing Child Abuse: Neglect & Emotional Abuse</i> video; Child Neglect; Neglect of Children’s Health: small group activity-case vignette assessment; select small groups and discuss assigned reading case vignette scenarios for group project; Tour Practice Lab	°Crosson-Tower Chapter 4 °Myers Chapter 9 °Learn: Case Vignette # 5, # 7 °In-class assignment °Watch: <i>Recognizing Child Abuse: Neglect & Emotional Abuse</i> (Learn-Week 2 folder) and complete follow-up questions (under Discussions)
Sept 9 Wk 3 ppt	Child Physical Abuse & Child Fatalities; Medical Evaluation of Physical Abuse; Visual Assessment of Physical Abuse Video; Introduce & 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	° Crosson-Tower Chapter 5 ° Myers Chapter 11 °Learn: Case vignette # 4 , # 1 (Vignette #4 use Seven Areas of Concern and Vignette # 1 use Oklahoma - Six Key Questions in Gathering Information) °In-class assignment
Sept 16 Wk 4 ppt	Sexual Abuse; Dr. Perry’s Video(The Fear Response);Incest, or Familial Abuse; Medical Issues in Child Sexual Abuse; Review <i>Out of Darkness, Into Light</i> video; small group activity-case & video vignette assessment	°Crosson-Tower Chapters 6 , 7 °Myers Chapters 15 °Learn: Case vignette # 6 & Garcia Family Case °Watch: <i>Out of Darkness, Into Light Video</i> (Learn-Week 4 folder) and complete follow up questions (under Discussions)

		°In-class assignment
Sept 23 Wk 5 No ppt	Guest speaker- Mandi Kimball, Children At Risk(Topic: “Human Trafficking”); Extrafamilial Sexual Abuse, Misuse, & Exploitation; Adults, Adolescents, & Children Who Sexually Abuse Children; Discuss assessment paper	°Crosson-Tower Chapter 8
Sep 30 Wk 6 No ppt	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	°No reading assignment °In-class assignment
Oct 7 Wk 7 ppt	Assessment Paper Due via Blackboard Learn ; Guest speakers: Stephanie, Freelon, The Bridge Over Trouble Waters, and Christine Foster, The Council on Alcohol and Drugs Houston (techniques for working with families as it relates to child maltreatment and domestic violence and substance abuse, & parenting drug affected children; Review <i>Living in Shadow video</i> ; Psychological Maltreatment; Child Maltreatment in the Context of Substance Abuse; Child Abuse in the Context of Intimate Partner Violence; assessment; small group activity-case vignettes; 30 minutes in-class time/or practice lab for group project	°Myers Chapters 8,10 °Substance Abuse Chapter Myers Chapter 5(pdf. on blackboard learn) °Learn: Case vignette # 11, # 8 °Watch Living in Shadow Video (Learn – Week 7) and complete follow up questions (in Discussions) °In-class assignment
Oct 14 Wk 8	Treatment: Watch <i>A Child of Rage</i> : HBO Documentary; Physical Abuse & Neglect; Adults Abused as Children; Interventions for Parents Who Engage in Coercive Parenting Practices; Video-Living & Working with Traumatized Children; Debrief & discuss video; small group activity-case vignette intervention	°Crosson-Tower Chapters 12, 15 °Myers Chapters 12 °Learn: Case vignette #15, # 4, °In-class assignment

Oct 21 Wk 9	Continuation of treatment: Physical Abuse & Neglect topic; Identify & discuss different intervention methods/models; small group activity-case vignette intervention; 30 minutes in-class time/or practice lab for group project	°No reading assignment: °In-class assignment - °Intervention vignettes/cont. of case vignette # 15, # 4
Oct 28 Wk 10	Treatment: Sexual Abuse; Mental Health Treatment for the Effects of Child Sexual Abuse; Treatment of Adolescent and Adult Sex Offenders; continue discussion on intervention methods/models; discuss intervention paper	°Crosson-Tower Chapter 13 °Myers Chapters 16,17 °Learn: Intervention vignettes °In-class assignment
Nov 4 Wk 11 ppt	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; 30 minutes in-class time/or practice lab for group project	°Myers Chapter 18 °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
Nov 11 Wk 12	Intervention paper due via Blackboard Learn / 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 & psychological services-modalities used to treat sexually abused children & families	°Crosson-Tower Chapter 10 °Myers Chapters 20 Class meets at the CAC Children Assessment Center 2500 Bolsover Dr. Houston, TX 77005
Nov 18 Wk 13	HBO Video-Broken Child Case Studies-debrief and discuss video; The Legal Response to Child Abuse & Neglect; Foster Care as a Therapeutic Tool; Foster Care & Adoption; small group activity-case vignette intervention	°Crosson-Tower Chapters 11,14 °Myers Chapter 5 °Learn: Case vignette # 9, # 13 & Intervention vignettes °In-class assignment

Nov 25 Wk 14	Preventing and Reporting Abuse & Cultural Competency in the Field of Child Maltreatment; Risk Management for Professionals Working with Maltreated Children and Adult Survivors; class discussion on vignettes	°Crosson-Tower Chapter 2 (pp.29-41), Chapter 16 °Myers Chapter 21 °Learn: Case vignette # 12, # 14 & Intervention vignettes °In-class assignment
Dec 2 Wk 15	Group projects- video case vignettes due(video and written transcript); video case vignettes presentations	°No reading assignments

**Syllabus subject to change (as of 8/26/14)

X. Bibliography

www.dfps.state.tx.us/documents/about/data_books_and_annual_reports/2009/2009databook.pdf

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>

Besharov, D.J. (1990). *Recognizing Child Abuse A Guide for the Concerned*. New York, NY: The Free Press.

Myers, J. E., Berliner, L., Briere, J., Hendrix, C. T., Jenny, C., & Reid, T.A. (2002). *The APSAC handbook on child maltreatment (2nd ed.)*. Thousand Oaks, CA: Sage.

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.