

**COURSE TITLE/SECTION:** SOCW 7303 (17961) Child Abuse & Neglect  
(A HBSW/Practice Elective Course)

**TIME:** Tuesdays 1:00pm – 4:00pm Rm: 107b

**FACULTY:** Brunessia Lewis, MSW

**OFFICE HOURS:** M, T, W, TH 9:00-4:00 and by  
appointment, SW 436

**E-mail:** [blewis3@uh.edu](mailto:blewis3@uh.edu)

**Phone:** 713/743-8147

**FAX:** 713/743-0375

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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. Course Structure**

This three-hour class aims to provide comprehensive knowledge to students using didactic and discussion-based teaching. The course will primarily take place in person, where students will hear lectures from the professor and guest speakers, participate in class discussions and assignments, and watch videos and other media. The course will also include some online assignments and interactive discussions on BlackBoard. Students are expected to respectfully engage in thoughtful and meaningful discussion throughout the semester.

### **V. Textbooks**

#### **Required:**

Crosson-Tower, C. (2008). *Understanding child abuse and neglect* (9<sup>th</sup> 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)

**VI. Course Requirements****Assignments:**

1. Participation
  - a. In class/online assignments (15%)
  - b. Pop quizzes (10%)
  - c. Attendance (15%)
2. Individual Written Assignments
  - a. Assessment (20%)
  - 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 the 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.
1. 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 6th and must be submitted via Blackboard Learn under the Assignments link.**

2. 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 10th and must be submitted via Blackboard Learn under the Assignments link.**
  
3. 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 to work on video case vignettes.  
**The group presentation of the video case vignette is due on December 1st, 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**

## **VII. 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%

## VIII. 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.

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

## IX. 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 presentations, 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. It also includes securing another person to complete any required activities, assignments, quizzes, papers, or exams in an online course, or in any on-line environment. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

**X. 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	Reading/Assignments DUE <i>(all readings &amp; assignments are expected to be completed prior to class)</i>
<b>Aug 25 Wk 1 ppt</b>	Show Intro: Video-youtube: Child Abuse Commerical (3:04); Overview of the Course; Historical Perspective; <i>The Orphan Train</i> Video; Theoretical Overview of Maltreatment	°Crosson-Tower Chapter 1
<b>Sept 1 Wk 2 ppt</b>	Review <i>Recognizing Child Abuse: Neglect &amp; Emotional Abuse</i> video; Child Neglect; Neglect of Children's Health: small group activity-case vignette assessment; <b>select small groups and discuss assigned reading case vignette scenarios for group project</b>	°Crosson-Tower Chapter 4 °Myers Chapter 9 °Learn: Case Vignette # 5, # 7 °In-class assignment °Watch: <i>Recognizing Child Abuse: Neglect &amp; Emotional Abuse</i> (Learn-Week 2 folder) and complete follow-up questions (under Discussions)
<b>Sept 8 Wk 3 ppt</b>	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

<p><b>Sept 15 Wk 4 ppt</b></p>	<p>Sexual Abuse; Video: <i>Trauma, Brain, and Relationship: Helping Children Heal</i>; Incest, or Familial Abuse; Medical Issues in Child Sexual Abuse; Guest Speaker, Det. Cecil Arnold (Topic: Internet/Child Pornography Crimes); Review <i>Out of Darkness, Into Light</i> video; small group activity-case &amp; video vignette assessment</p>	<p>°Crosson-Tower Chapters 6 , 7 °Myers Chapters 15 °Learn: Case vignette # 6 &amp; 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</p>
<p><b>Sept 22 Wk 5 No ppt</b></p>	<p>Guest speaker- Mandi Kimball, Children At Risk (Topic: “Human Trafficking”); Extrafamilial Sexual Abuse, Misuse, &amp; Exploitation; Adults, Adolescents, &amp; Children Who Sexually Abuse Children; <a href="#">Discuss assessment paper</a></p>	<p>°Crosson-Tower Chapter 8</p>
<p><b>Sep 29 Wk 6 No ppt</b></p>	<p>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</p>	<p>° Watch: <i>How Childhood Trauma Affects Health Across a Lifetime</i> (Learn-Week 6 folder) and complete follow up questions (under Discussions) No reading assignment °In-class assignment</p>
<p><b>Oct 6 Wk 7 ppt</b></p>	<p><b>Assessment Paper Due via Blackboard Learn</b>; Guest speakers: Thecia Jenkins, The Bridge Over Trouble Waters, and Kierstin Thornhill, 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; Review <i>Living in Shadow video</i>;</p> <p>video: Psychological abuse; 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</p>	<p>°Myers Chapters 8,10 °Substance Abuse Chapter Myers Chapter 5 (pdf on blackboard learn) °Learn: Case vignette # 11, # 8 °Watch <i>Living in Shadow Video</i> (Learn – Week 7) and complete follow up questions (in Discussions) °In-class assignment</p>
<p><b>Oct 13 Wk 8 Wk 8&amp;9 ppt</b></p>	<p>Treatment: Video: <i>A Child of Rage</i>; Physical Abuse &amp; Neglect; Adults Abused as Children; Video: <i>Giving Traumatized Student a Head Start</i>; Interventions for Parents Who Engage in Coercive Parenting Practices; small group activity-case vignette intervention</p>	<p>°Crosson-Tower Chapters 12, 15 °Myers Chapters 12 °Learn: Case vignette #15, # 4, °In-class assignment</p>

<p><b>Oct 20</b> <b>Wk 9 Wk</b> <b>8&amp;9 ppt</b> <b>continues</b></p>	<p>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</p>	<p>°No reading assignment: °In-class assignment - °Intervention vignettes/cont. of case vignette # 15, # 4</p>
<p><b>Oct 27</b> <b>Wk 10</b> <b>Wk 10&amp;11</b> <b>ppt</b></p>	<p>Treatment: Sexual Abuse; Discuss <i>Childhood Trauma &amp; Sexual Abuse</i> video; DVD: Law &amp; Order: SVU Season 11: Episode 5 “Hardwired”; 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</p>	<p>° Watch <i>Childhood Trauma &amp; Sexual Abuse</i> (Learn – Week 10) and be prepared to discuss in class Crosson-Tower Chapter 13 °Myers Chapters 16,17 °Learn: Intervention vignettes °In-class assignment</p>
<p><b>Nov 3</b> <b>Wk 11 ppt</b> <b>Wk 10&amp;11</b> <b>ppt</b> <b>continues</b></p>	<p>Show video: <i>Sex Abuse Treatment Center: Personal Safety</i>; 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</p>	<p>°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</p>
<p><b>Nov 10</b> <b>Wk 12</b> <b>No ppt</b></p>	<p><b>Intervention paper due via Blackboard Learn /</b> 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</p>	<p>°Crosson-Tower Chapter 10 °Myers Chapters 20</p> <p><b>Class meets at the CAC</b></p> <p><b>Children Assessment Center</b> <b>2500 Bolsover Dr.</b> <b>Houston, TX 77005</b></p>
<p><b>Nov 17</b> <b>Wk 13 ppt</b></p>	<p>Show HBO Video-Broken Child Case Studies-debrief and discuss video; The Legal Response to Child Abuse &amp; Neglect; Foster Care as a Therapeutic Tool; Foster Care &amp; Adoption; small group activity-case vignette intervention</p>	<p>°Crosson-Tower Chapters 11, 14 °Myers Chapter 5 °Learn: Case vignette # 9, # 13 &amp; Intervention vignettes °In-class assignment</p>
<p><b>Nov 24</b> <b>Wk 14 ppt</b></p>	<p>Preventing and Reporting Abuse &amp; Cultural Competency in the Field of Child Maltreatment; Risk Management for Professionals Working with Maltreated Children and Adult Survivors; class discussion on vignettes</p>	<p>°Crosson-Tower Chapter 2 (pp.29-41), Chapter 16 °Myers Chapter 21 °Learn: Case vignette # 12, # 14 &amp; Intervention vignettes °In-class assignment</p>
<p><b>Dec 1</b></p>	<p><b>Group projects- video case</b></p>	<p>°No reading assignments</p>

<b>Wk 15</b> <b>No ppt</b>	<b>vignettes due( video and written transcript); video case vignettes presentations</b>	
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\*\*Syllabus subject to change (as of 8/5/15)

## **XI. Bibliography**

[www.dfps.state.tx.us/documents/about/data books and annual reports/2009/2\\_009databook.pdf](http://www.dfps.state.tx.us/documents/about/data_books_and_annual_reports/2009/2_009databook.pdf)

[www.cehd.umn.edu/ssw/g-s/ebp-cc\\_modules/index.html](http://www.cehd.umn.edu/ssw/g-s/ebp-cc_modules/index.html) [www.hc-ps.org](http://www.hc-ps.org)  
[www.childwelfare.gov/pubs/factsheets/fatality.cfm](http://www.childwelfare.gov/pubs/factsheets/fatality.cfm)

[www.acf.hhs.gov/programs/cb/pubs/cm08](http://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 ( 2<sup>nd</sup> ed.)*.  
Thousand Oaks, CA: Sage.

## **XII. 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. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.