Course Description

This course is designed to familiarize the student with the dynamics, implications and treatments of child abuse and neglect for individuals and families in rural and urban areas. It provides an introduction to field of child welfare, its historical roots, and the services provided to children in their own homes and elsewhere. The course gives an overview of the practice of generalist social work with abused and neglected children and their families in a variety of settings, and some of the problems and policy issues in our current child welfare system. The course will be conveyed to the students through the use of videos, readings, lectures, class discussions and exercises, student projects and presentations, and guest speakers.

Consistent with the mission of the UAF and the Social Work Program, special attention is given to differences in intervention and service provision in rural areas, particularly in rural, remote and Alaskan Native communities.

Philosophical and Theoretical Framework

Child abuse and neglect are serious social problems in the US. In this course, an ecological systems perspective is used to understand the interrelations between individual, family, group, community, and sociocultural factors which increase risk or promote resiliency with respect these problems, and the developmental and social consequences of abuse and neglect. The course explores the tasks of the generalist social worker, including strengths-based assessment and intervention, within the context of the
resources, demands, and limitations of protective services organizations. Most of Alaska’s communities (though not most of the population), is rural, and the nature of rural communities and the fact that the protective services worker is often an outsider present particular issues. The fact that some 60% of children in out-of-home care in Alaska Native also raises issues of cultural sensitivity, policy, and social justice.

Course Goals/Learning Outcomes

**Competency 1: Identify as a social worker and conduct self accordingly**

**Practice Behaviors**
- Advocate for client access to the services of social work
- Attend to professional roles and boundaries

**Competency 2: Apply social work ethical principles to guide professional practice**

**Practice Behaviors**
- Recognize and manage personal values in a way that allows professional values to guide practice
- Tolerate ambiguity in resolving ethical conflicts

**Competency 3: Apply critical thinking to inform and communicate professional judgments**

**Practice Behaviors**
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation

**Competency 4: Engage diversity and difference in practice**

**Practice Behaviors**
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learners and engage those with whom they work as informants.

**Competency 5: Advance human rights and social and economic justice**

**Practice Behaviors**
- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice.

**Competency 6: Engage in research-informed practice and practice-informed research**

**Practice Behaviors**
- Use research evidence to inform practice

**Competency 7: Apply knowledge of human behavior and the social environment**

**Practice Behaviors**
- Critique and apply knowledge to understand person and environment
Course Readings/Materials


Required Reading - Select a novel or autobiography that heavily involves the issue of child abuse and neglect or family violence for critical analysis assignment.

Required Reading in Blackboard - Students will be required to use Blackboard and the audio conference for this course.

Additional readings, handouts, and links to videos will be posted in Blackboard. Instructor will also use Blackboard Collaborate to enhance interactivity during class. Students will be expected to utilize Blackboard Collaborate.

Instructional Methods

Class sessions are conducted via audio conference and Blackboard Collaborate via Blackboard. Class lectures will comprise summaries and elaboration of the assigned readings, in-class exercises, videos, and guest speakers. Assigned readings must be done by the first class period of each week. Students will be randomly called on to answer questions at various times, so plan to be prepared to discuss the assigned material.

Students will be asked to use email, Blackboard Collaborate, Blackboard, and browse a web site or search the Internet from time to time.

Course Policies

1. Attendance, tardies, and participation: Besides credit toward the final grade, it is to your benefit to attend class since much learning about course material occurs during the class times from discussing experiences, readings, and knowledge gleaned from guest speakers. Attendance will be taken at the very beginning of each class, and calculated in the final grade.

   - If you come in late, after attendance has been taken, it is your responsibility to inform the instructor of your presence at the first opportunity. Otherwise, it will be assumed that you missed the entire class.

   - Patterns of chronic lateness without a reasonable excuse will affect your attendance grade. Chronic lateness means if you are continuously late more than 10 minutes after the start of class.

   - Announcements regarding any changes, upcoming activities or how the class will proceed that day occur right after attendance is taken. Students who arrive late may not be briefed on these announcements. It will become your responsibility to find out from a classmate any missed announcements.

   - If you must miss a class, it is best to contact the instructor ahead of time, if possible.

      o While I appreciate advanced notice, it is not my role to determine what should be an excused and what should be an unexcused absence. Students are given the benefit of the doubt that if they miss a class, it is for a valid reason.
2. **Written assignments** should be neat, with no greater than 12-point Times New Roman font and double-spaced. All papers need to be in proper American Psychological Association (APA) format, with a cover and reference page.

**APA Style Guide:** [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

- Students MAY submit papers ONE WEEK in advance, via email, for review by the instructor.
- Papers will be submitted via Blackboard

3. **Late papers and missing deadlines.** Deadlines are just that, deadlines. Plan now for meeting them, including rewriting of draft copies and time for getting your questions answered by your instructor. If a student is not able to turn an assignment in on time the student must contact the instructor 48 HOURS BEFORE the deadline and discuss and receive approval for an alternate timeline. It is up to the discretion of the instructor on whether to negotiate an alternate timeline. All other homework submitted late will not be accepted.

**It is the student’s responsibility to ALWAYS keep a copy of their work in case items are lost in the submission process.**

4. **Plagiarism.** Plagiarism is never acceptable. According to the *U.A.F. 2013-2014 Catalogue* students are expected to adhere to the UAF Student Code of Conduct, to include not engaging in, or permitting, “…cheating, plagiarism, or other forms of academic dishonesty.” Plagiarism is preventable by students “not representing the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, these and other reports.” If you have questions about what constitutes plagiarism or how to cite the work of others please ask. You are responsible for citing all materials according to APA format.

5. **Incompletes, Withdrawals and No Basis Grades.** If you are unable to complete or attend this class on a regular basis, there are several possibilities for your final grade. You are able to withdraw from the course up until the withdraw date (see current academic calendar for specific date). If you do not withdraw, but have not attended more than 75% of classes AND submitted 75% of the course work you will earn a No Basis (NB) grade.

In order to receive an Incomplete (I) in this course, students must have completed more than 75% of the required work for the course, including time spent in the practicum placement, and have attended more than 75% of the class sessions, and must submit a written plan for completion that includes a timeline and is pre-approved by the instructor prior to the end of the semester. **Allowing incompletes is entirely at the discretion of the instructor.**
6. **Distance Delivery Etiquette.** Please ensure that you are calling into the audio conference on a phone with a mute button. If you cannot, please ensure you are in a place where you can limit noise, so that other students in the class can be heard, as well as the instructor.

### Course Calendar

<table>
<thead>
<tr>
<th>Unit/Week</th>
<th>Topics</th>
<th>Student Expectations</th>
<th>Assignments/Quizzes Due</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Welcome – Course Overview and Expectations</td>
<td>• Review syllabus&lt;br&gt;• Review materials and Blackboard&lt;br&gt;• Launch Blackboard Collaborate&lt;br&gt;• Read Crosson-Tower Chapters 1 and 2</td>
<td><strong>Due:</strong> Research Writing Plan &lt;br&gt;6/2/14&lt;br&gt;QUIZ #1 &lt;br&gt;6/5/14</td>
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<tr>
<td>Week One&lt;br&gt;May 27-29</td>
<td>Historical Perspective of Child Maltreatment&lt;br&gt;Roles, Responsibilities, and Rights of the Family</td>
<td><strong>Effects of Maltreatment on Child Development Neglect Physical Abuse</strong>&lt;br&gt;• Read Crosson-Tower Chapters 3, 4, and 5&lt;br&gt;• Watch videos in Blackboard for Unit 2, come prepared to discuss in class&lt;br&gt;• Read additional materials in Unit 2</td>
<td><strong>Due:</strong> Quiz #2&lt;br&gt;6/12/14</td>
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<tr>
<td><strong>Unit 2</strong></td>
<td>Sexual Abuse&lt;br&gt;Intra-familial Abuse&lt;br&gt;Extra-familial Abuse, Misuse, and Exploitation Psychological Maltreatment of Children</td>
<td><strong>Interventions in Child Abuse and Neglect: Reporting, Investigations, and Case Management Legal Responses</strong>&lt;br&gt;• Read Crosson-Tower Chapters 6, 7, 8, 9&lt;br&gt;• Watch videos in Blackboard for Unit 3, come prepared to discuss in class&lt;br&gt;• Read additional materials in Unit 3</td>
<td><strong>Due:</strong> Research Paper&lt;br&gt;6/16/14&lt;br&gt;Quiz #3&lt;br&gt;6/19/14</td>
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<td>Week Two&lt;br&gt;June 2-5</td>
<td><strong>Due:</strong> Research Writing Plan&lt;br&gt;6/2/14&lt;br&gt;QUIZ #1&lt;br&gt;6/5/14</td>
<td><strong>Due:</strong> Quiz #2&lt;br&gt;6/12/14</td>
<td><strong>Due:</strong> Research Paper&lt;br&gt;6/16/14&lt;br&gt;Quiz #3&lt;br&gt;6/19/14</td>
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<td><strong>Unit 3</strong></td>
<td>Treatment Options:</td>
<td><strong>Due:</strong> Research Writing Plan&lt;br&gt;6/2/14&lt;br&gt;QUIZ #1&lt;br&gt;6/5/14</td>
<td><strong>Due:</strong> Quiz #2&lt;br&gt;6/12/14</td>
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### Week 5
**June 23-26**

- **Physical Abuse, Neglect, Sexual Abuse**
- **Foster Care**
- **Adults Abused as Children**

- **Chapters 12, 13, 14, 15**

- **Agencies in Your Community**
  - Paper
  - 6/23/14
  - Quiz #4
  - 6/26/14

### Unit 6
**Week Six**
**June 30 – July 2**

- **Working in Child Protection**

- **Read Crosson-Tower Chapter 16**
- **Be prepared to present and provide a one page handout on your Critical Analysis Paper on either Monday, Tuesday, or Wednesday**

### Due:
- **Critical Analysis Paper**
  - 6/30/14
- Presentations will be on
  - Mon 6/30
  - Tues 7/1
  - Wed 7/2

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### Evaluation

1. **Research Paper Writing Plan**
   
   Topic must be submitted in Blackboard under **“Research Paper Writing Plan Assignment”** for approval by the instructor. (**Worth 10 pts**)

2. **Research Paper**
   
   Paper must be submitted in Blackboard under **“Research Paper Assignment.”** This research paper can be on any relevant topic that interests the student. Some suggested topics include: Substance-Abusing Mothers with Young Children; Munchausen Syndrome by Proxy, Failure to Thrive in Young Children, Adoption of Children with Special Needs, Effects of Childhood Trauma on Brain Development, Sibling Sexual Abuse, Trans-racial Adoption, Incest, Shaken Baby Syndrome, Use of Child Advocacy Centers in the Investigation of Child Sexual Abuse, Preparing Teens in Foster Care for Independent Living, Pedophilia, Recruitment and Retention of Foster Parents.

   The paper will be 6-8 pages typewritten, double-spaced, using APA style. At least 5 professional (scholarly journals, textbooks, etc.) resources/references must be cited, preferably no more than 10 years old. Do not cite websites. Follow the outline below when developing the paper.
I. Introduction to the Problem. Identify and briefly describe the problem you are researching. What is it? How widespread is it (i.e., the “scope of the problem”)? Why should we as social workers care?

II. Review of the Literature. What is the history of the problem? What is known about the problem? Who is at risk? What are the known risk factors? What treatment alternatives or resources are available? What are some existing national or local programs available to address the problem?

III. Conclusion. Summarize the current status of the problem. Include your personal thoughts about the future development of services for this problem.

IV. References. Citations of articles in APA style. (Worth 50 points)

3. “Agency in My Community” Paper

The student will research a child welfare related agencies during the course and interview a social worker working at the agency. If you are able, you will be required to physically visit the agencies. If you live in a community without agencies to visit, you will work with the instructor to revise this assignment.

Examples of appropriate agencies are: child protection, mental health facilities working with children, child maltreatment prevention agencies or programs, community awareness programs, child development centers, counseling centers, agencies working with youth at risk, etc.

The following outline will serve as a guideline for preparing a paper about the agency:

I. Identification of the agency or program: What are the name and location of the agency? Identify the name(s) of the person(s) interviewed, his/her/their title(s) and roles in the organization. Include the date and time of the interview. Identify all persons present at the time of the interview, including classmates.

II. Mission of the agency/program and how they meet that mission.

III. Target population: Whom does the agency/program serve? How are they referred to the agency or that program? How would people know the program/agency exists?

IV. Services offered: Describe the services offered by the agency/program. Identify any special eligibility requirements. Do the services seem appropriate? Comprehensive? Limited? What else do you think they need to provide?

V. Tour (if able to in your community): Describe the facility.

VI. Impressions: Include your impression of the organization and its services. Is a necessary service provided? If you had prior knowledge or belief about the organization prior to your visit, has that changed? If so, how?

VII. Interest statement: Would you like to work at this agency or within this program? Why or why not? Do you think this agency or program makes a difference for our community?
Submit this assignment in Blackboard as a PAPER, with an Introduction to the assignment and at conclusion at the end summarizing the experience. This paper will be a minimum of 4 pages and no more than 6. Submission of this paper will be under “Agency in my Community Assignment” (Worth 50 points)

4. Critical Analysis Paper
Submit this paper through Blackboard under “Critical Analysis Paper Assignment”. Select a novel or autobiography that heavily involves the issue of child abuse and neglect or family violence. Examples of such books are: The Glass Castle by Jeanette Walls, A Child Called It by David Pelzer, What Happened to Johnnie Jordan? by Jennifer Toth, White Oleander by Janet Fitch, Black and Blue by Anna Quindlen, One Child by Torey Hayden, Ghost Child by Torey Hayden, Puppet Child by Talia Carner, Dibs in Search of Self by Virginia Axline, She’s Come Undone by Wally Lamb, Building the Bonds of Attachment by Daniel Hughes, Murphy’s Boy by Torey Hayden, The Great Gilly Hopkins by Katherine Paterson, Bastard Out of Carolina by Dorothy Allison, etc. Many of these books are available through the library, or there are used copies on Internet sites such as Amazon and Barnes and Noble.

After reading your selected book, write a short paper integrating the material covered in class with a discussion of the book. This paper should be double-spaced, 12 point font, 5 – 6 pages in length. The paper should be structured as follows:

I. The introduction should include a brief explanation of what drew you to select this particular book. It should also give the reader some idea of what is to follow.

II. The discussion section articulates the nature of the abuse(s), how the trauma experienced by the child or family impacted the development of the individuals, how family functioning was disrupted, what interventions occurred, if any, and if intervention was not made, what you believe would have been helpful and why. If you quote a passage from the book, then cite it properly within the body of the paper. If you quote something from another resource (i.e., the textbook) to make a point, then include a reference list at the end of your paper with proper APA citation of that resource. Use a minimum of three (3) sources.

III. The conclusion should articulate your impression of the book, its relevance to the topic of child abuse or family violence, what new information you learned that was helpful, and whether you would recommend the book to others. (50 points)

5. Critical Analysis Paper Presentations
Presentations to the class will be on the book you read for your Critical Analysis Paper, and should last 8-10 minutes. Describe the issues of child abuse, family violence or neglect that are presented in the book you read (see below for assignment details). Explain how these issues affected the development of the subject child and/or the functioning of the family. Provide your impression of whether effective interventions were made, if so, what were they and why were they effective. If not, what you believe
would have been more appropriate. Also let us know if there was anything about the information in the book that might prompt you to want to learn more about a particular topic area. Was the book worth reading? A handout should accompany your presentation: Prepare a one-page handout that provides the citation information for the book you read. Write a short description of what the book is about (i.e., family violence, foster care, physical abuse, sexual abuse, abandonment, etc.) Something you learned from reading the book. (20 points for class presentation)

6. Quizzes: There will be four quizzes in Blackboard during the course. They will be multiple choice, true/false, and short essays based on the reading, lectures and videos. (25 points each, for a total of 100)

7. Attendance: Attendance points will be calculated in the following manner: 0-3 absences in the semester = 50 points. 4-5 absences in the semester = 20 points. 6 or more absences = 0 attendance points.

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<tr>
<th>Assignment Summary</th>
<th>Due Date</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Research Writing Plan</td>
<td>June 2\textsuperscript{nd}</td>
<td>10</td>
</tr>
<tr>
<td>Quiz #1</td>
<td>June 5\textsuperscript{th}</td>
<td>25</td>
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<tr>
<td>Quiz #2</td>
<td>June 12\textsuperscript{th}</td>
<td>25</td>
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<tr>
<td>Research Paper</td>
<td>June 16\textsuperscript{th}</td>
<td>50</td>
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<tr>
<td>Quiz #3</td>
<td>June 19\textsuperscript{th}</td>
<td>25</td>
</tr>
<tr>
<td>“Agencies in Your Community” Paper</td>
<td>June 23\textsuperscript{rd}</td>
<td>50</td>
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<tr>
<td>Quiz #4</td>
<td>June 26\textsuperscript{th}</td>
<td>25</td>
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<tr>
<td>Critical Analysis Paper</td>
<td>June 30\textsuperscript{th}</td>
<td>50</td>
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<tr>
<td>Critical Analysis Presentations</td>
<td>June 30\textsuperscript{th}, July 1\textsuperscript{st}, July 2\textsuperscript{nd}</td>
<td>20</td>
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<tr>
<td>Attendance &amp; Participation</td>
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<td>50</td>
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<tr>
<td>TOTAL points possible:</td>
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<td>330</td>
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Grading Scale:

A = 330-297
B = 296-264
C = 263-231
D = 230-198
F = 197-below

PLEASE NOTE: Social work majors are required to earn a “C” or better in this class.
Student Support Services (SSS)

Student Support Services (SSS)
For students with disabilities or whose parents did not attend college and do not have incomes above $28,000, the Student Support Services program offers a range of types of assistance. These include: Free tutorial services, Small study groups, Academic advising, mentoring and personal support, Direct financial assistance to qualified Pell Grant recipients, Use of laptop computers, labs, and other technology resources, Cultural and social engagement

The Student Support Services tutoring center is 510A Gruening. Call (907) 474-6844 for tutoring schedules and appointments.

Writing Center
If you need help with writing skills, the UAF Writing Center is equipped to assist students on campus and at a distance. The Center is located 801 Gruening Bldg. The contact number is 1-907- 474-5314, or fax 1-800-478-5246.

Library Access
Students may access the book, journal, and electronic database holdings of the Rasmuson Library on-campus or through distance technology. All students are given a student ID and password that enables them to access full-text and journal articles and other resources online. Access to the library is available at www.uaf.edu/ academics/libraries.html, or call (907) 474-7481 for assistance from a librarian.

UAF Help Desk (OIT)
Students are able to receive technical support related to university email, the Blackboard on-line course delivery system, and other UAF related technology issues by contacting the UAF Helpdesk at 1-800-478-4667.

Disabilities Services
The University seeks to provide equal access for people with disabilities. The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Their phone number is (907) 474-7043. Every effort will be made to provide reasonable accommodation for students with disabilities and to ensure that this class is an equal learning environment for all students enrolled. Reasonable prior notice is needed to arrange accommodations.