

**UNIVERSITY OF ALASKA, FAIRBANKS**  
*Social Work Department*

<b>COURSE TITLE:</b>	<b>Child Abuse and Neglect</b>
<b>COURSE NUMBER:</b>	<b>F360</b>
<b>CREDIT HOURS:</b>	<b>3</b>
<b>PREREQUISITES:</b>	<b>NA</b>
<b>CLASS MEETS:</b>	<b>Tuesday &amp; Thursday 3:00-4:55 PM</b>
<b>ZOOM:</b>	<a href="https://alaska.zoom.us/j/300521107">https://alaska.zoom.us/j/300521107</a>
<b>INSTRUCTOR:</b>	<b>Retchenda George-Bettisworth, MSW</b>
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<b>OFFICE HOURS:</b>	<b>Tuesday &amp; Thursday 10-12 PM or by appointment</b>

**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.

*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 and village Alaska.*

**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**

By the end of the course, students should be able to:

1. Students will gain an understanding of societal values about children and families throughout history and its development of child protective services.
2. Understand the impact of abuse and neglect on the physical, intellectual, psychosocial and moral development of the child from prenatal development to adolescence.

3. Students will be able to clearly define neglect, physical abuse, sexual abuse, and psychological maltreatment.
4. Gain a cultural awareness around child rearing practices.
5. Gain beginning skills in assessing risk factors for child abuse and neglect.
6. Demonstrate self-awareness of personal beliefs, values, and attitudes about child abuse and neglect through examination of case studies.
7. Understand the obligation to conduct oneself ethically and engage in ethical decision-making.
8. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
9. Know the history and current structures of child welfare policies and services, the role of policy in service delivery; and the role of practice in policy development.
10. Understand the complex array of social services provided to abuse 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.
11. Critically assess policy, practice, and research issues that focus on culturally relevant prevention and intervention in child maltreatment.
12. Demonstrate a commitment to professional growth that reflects on-going attention to self-awareness and an understanding of own values and biases that strengthen or hinder social work practice in a child welfare setting.

### Teaching Statement

My teaching-learning philosophy comes from a critical paradigm. As a teacher it's impossible for me to separate my own experiences from what and how I teach. Just as I can't separate my experiences from my teaching, I don't expect nor do I want students to ignore their own. My role as a teacher is to broaden the horizon for students understanding of the larger world. I do this through three main concepts: self-reflection, dialogue, and action. **Self-reflection** is an important concept within the classroom and within the assignments. Self-awareness and self-reflection is expected of you in varying ways as you are exposed to and interact with the materials, class lecture, videos, guest speakers etc. **Dialogue** is a shared and mutual experience within the classroom and amongst all members of the class. It's important that students feel they have the opportunity to have their perspectives, their experiences, their voice heard. I utilize small group and large group discussion in order to facilitate this. I provide opportunities not only inside the classroom for dialogue but outside of the classroom as well. **Action**, can be thought of as ways in which you put the knowledge, skills gained into practice. This could be in the form of written assignments that require research, critical thinking, and connection of concepts, or in the form of transformation of learning by way of evaluating the knowledge gained.

### Course Readings/Materials

#### Required Textbook:

Crosson-Tower, C. (2014). *Understanding Child Abuse and Neglect*. 9<sup>th</sup> Edition. Boston, MA: Allyn & Bacon.

#### Recommended resource:

APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

## Technology

This course will utilize a number of different programs and websites. It is important that you have access to a reliable computer source, with decent connection to the internet. This may mean utilizing the on-campus computer rooms at UAF and rural campus sites, local library or other public use options if you don't have personal access to one.

Please be sure to have access to:

- **UA email account.** This is provided to you by the university when enrolled in a course, whether full or part-time. Communication regarding this class will be through your UA email account or via BB announcements only.
- **Blackboard:** Students will be able to access all course materials on the blackboard site. All assignments will be turned in through BB, and grading can be followed through the My Grades feature.
- **Adobe Connect:** The distance section will utilize Adobe Connect. This format is used for video conferencing, and provides a visual platform for our distance course. If you are located in an area with low bandwidth or are not able to utilize Adobe Connect regularly the regular audio conferencing system will always be available. However, I would *prefer* to utilize the Adobe Connect audio feature to have everyone on the same audio platform, so I do expect students to fully attempt to use this platform.

## Course Calendar

Note: This is a tentative schedule. Students are responsible for keeping informed of changes.

Module & Dates	Topics	Readings due	Due
WEEK 1	Historical Context & Family Roles	Learning Objectives:	
	<ul style="list-style-type: none"> <li>• Review of the syllabus</li> <li>• Class technology</li> <li>• Historical perspectives on the view of children</li> <li>• Current framework</li> </ul>	Crosson-Tower, Chapter 1 Pfohl, S. (1977). The "Discovery" of Child Abuse	
	<ul style="list-style-type: none"> <li>• Family systems</li> <li>• Societal and cultural values on family and family roles</li> </ul>	Crosson-Tower, Chapter 2	
	<ul style="list-style-type: none"> <li>• <b>Brief class meeting to try Adobe Connect</b></li> </ul>	Dr. Bruce Perry- Social & Emotional Development	

		<a href="https://youtu.be/vkJwFRAwDNE?list=FLf4ZUgIXyxRcUNLuhi mA5mA">https://youtu.be/vkJwFRAwDNE?list=FLf4ZUgIXyxRcUNLuhi mA5mA</a>	
<b>WEEK 2</b>	<b>Maltreatment &amp; Development</b>		
	<ul style="list-style-type: none"> <li>Impact of maltreatment and development</li> </ul>	<p>Crosson-Tower, Chapter 3 Vicky Kelly: The Paradox of Trauma <a href="https://youtu.be/jFdn9479U3s?list=PL7HQKKVat2vwG3aQAsWejO960OR2VOG88">https://youtu.be/jFdn9479U3s?list=PL7HQKKVat2vwG3aQAsWejO960OR2VOG88</a></p>	
		<p>National Technical Assistance for Child Mental Health Trauma Informed Care <a href="http://gucchdtacenter.georgetown.edu/TraumaInformedCare/Module1.html">http://gucchdtacenter.georgetown.edu/TraumaInformedCare/Module1.html</a> -Impact on the Brain -Historical and Intergenerational Trauma -The importance of Culture</p> <p>Fournier, S. &amp; Crey, E. (1997). Chapter 3: Wolves in Sheep's Clothing. in <i>Stolen from our Embrace</i>. Douglas &amp; McIntyre: Vancouver/Toronto.</p>	
		<p>Nadine Burke Harris: How childhood trauma affects health across a lifetime <a href="https://youtu.be/95ovIJ3dsNk">https://youtu.be/95ovIJ3dsNk</a></p> <p>Ancil, T., McCubbin, L., O'Brien, K., &amp; Pecora, P. (2007). An evaluation of recovery factors for foster care alumni with physical or psychiatric impairments: predictors of psychological outcomes. <i>Children And Youth Services Review</i>, 29(8), 1021-1034.</p>	<p><b>Reflection Paper 1 due 5/31</b> <b>Research writing plan due 5/31</b></p>

<b>WEK 3</b>	<b>Child abuse and neglect defined</b>		
	Neglect & Physical Abuse	Crosson-Tower, Ch. 4, 5	
	*Intra-familial Sexual Abuse	Crosson-Tower, Ch. 6, 7	
	Extra-familial Sexual Abuse & Psychological Maltreatment	Crosson-Tower, Ch. 8, 9	<b>Mid-term exam- <u>due 6/7</u></b>
<b>WEEK 4</b>	<b>Child Welfare system: Reporting, Investigations, Legal system</b>		
	<ul style="list-style-type: none"> <li>Main child welfare policies</li> <li>Alaska Framework</li> <li>Reporting Laws</li> </ul>	Crosson-Tower, Ch. 10 Explore OCS Website	
	<ul style="list-style-type: none"> <li>Investigation &amp; Assessment</li> <li>*Legal process</li> </ul>	Crosson-Tower, Ch. 11	
	<ul style="list-style-type: none"> <li>ICWA</li> </ul>	Locust, C. (2000). <i>Split Feathers..Adult American Indians Who were placed in Non-Indian Families as Children</i>	<b>Reflection paper <u>due 6/14</u></b> <b>Research Paper <u>due 6/14</u></b>
<b>WEEK 5</b>	<b>Child Welfare system: Foster Care &amp; Adoption</b>		
	<ul style="list-style-type: none"> <li>Foster care</li> </ul>	Crosson-Tower, Ch. 14 Bilchik, S. & Nash, M. (2008) Child Welfare and Juvenile Justice: Two Sides of the Same Coin. <i>Juvenile and Family Justice Today</i> . Fall 2008, 16-20.	
	<ul style="list-style-type: none"> <li>*Aging-out/Transition</li> </ul>		
	<ul style="list-style-type: none"> <li>Adoption</li> </ul>		<b>Reflection Paper 3 <u>due 6/21</u></b> <b>Interview paper <u>due 6/21</u></b>
<b>WEEK 6</b>	<b>Treatment &amp; Prevention</b>		
	<ul style="list-style-type: none"> <li>Long-term impacts CAN</li> <li>Treatment options</li> </ul>	Crosson-Tower, Ch. 12, 13 Pember (Mar 16 2015) <a href="http://indiancountrytodaymedianetwork.com/2015/03/16/fe">http://indiancountrytodaymedianetwork.com/2015/03/16/fe</a>	

		<a href="#">arless-fight-against-historical-trauma-yupik-way-159611</a>	
	<ul style="list-style-type: none"> <li>• Trauma-informed practice</li> <li>• Prevention Strategies</li> </ul>	Dr. Linda Chamberlain: A Trauma-informed approach to ACES- Building Resilient Community. <a href="https://youtu.be/gRTwoJsNhGE">https://youtu.be/gRTwoJsNhGE</a> Frassier et al (2014) Luccero & Bussey (nd)	
	<ul style="list-style-type: none"> <li>• Self-care and child welfare practice</li> </ul>	Salloum et al (2015). The role of self-care on compassion satisfaction, burnout and secondary trauma among child welfare workers. <i>Children and Youth Services Review</i> . 49:54-61	<b>Reflection Paper 4 due 6/28</b> <b>Critical Analysis paper due 6/28</b> <b>Final Exam due 6/30</b>

*\*guest lecturer expected*

### Course Policies

1. **Attendance and participation:** Besides credit toward the final grade, it is to the student's benefit to attend class since much learning about course material occurs during the class times from discussing experiences, readings, and knowledge shared. Attendance will be taken at the beginning of each class, and calculated in the final grade. If coming in late, it is the responsibility of the student to inform the instructor of their arrival, otherwise student is marked absent. Late arrivals and early departures are disruptive and unfair to other students, so punctuality is expected. As a demonstration of professional behavior, if you are unable to attend class you are expected to inform the instructor **prior** to class time in order to receive an *excused absence*. Excused absences are not counted against your final grade. However, you are only given three excused absences before additional paperwork will be requested (i.e. a doctor's note).

Students are expected to have **read required assignments before coming** to class and are expected to contribute to class discussion.

2. **Plagiarism.** Plagiarism is never acceptable. According to U.A.F. 2014-2015 Catalog: Academic Regulations, 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, theses, and other reports.*" Plagiarism includes copying in whole or in part from peers, websites, articles, books, handouts, pamphlets, etc. If you have questions about what constitutes plagiarism or how to cite the work of others in your papers, please ask.
3. **Incompletes, Withdrawals and No Basis Grades.** If a student is unable to complete or regularly attend this class on a regular basis, there are several possibilities for the final grade. Students are able to withdraw (W) from the course up until mid-semester.

If students do not withdraw, but have not attended more than 75% of the classes AND submitted 75% of the coursework, students will earn a No Basis (NB) grade.

In order to receive an incomplete (I) for this course, students must have completed 75% of the required work for the course, attended 75% of classes, and have a written plan with a timeline conveyed to the instructor and approved by said instructor prior to the end of the semester. Allowing incompletes is entirely at the discretion of the instructor.

## Evaluation

### 1. **Research Paper Writing Plan (10 points)**

Topic must be submitted on Research Paper Writing Plan form for approval by the instructor.

### 2. **Research Paper (100 points)**

The major paper for SW360, Child Abuse and Neglect, can be on any relevant topic that interests the student. Some suggested topics include:

- Intersectionality of Child Abuse and (Substance abuse, domestic violence)
- 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
- Shaken Baby Syndrome
- Aging out of foster care
- Indian Child Welfare Act
- Recruitment and Retention of Foster Parents.

The paper will be 6-8 pages typewritten, double-spaced, using APA format. At least 5 professional (scholarly journals, textbooks, etc.) resources/references must be cited, preferably no more than 10 years old. Follow the outline below when developing the paper.

- I. ***Introduction to the Issue.*** Identify and describe topic you are researching. What is it? How widespread it is (i.e., the “scope of the issue”)?
- II. ***Review of the Literature.*** Explain the history of the issue and what is known. Define at-risk factors and populations. Include relevant literature from credible text, journals, and other sources.
- III. ***Interventions and Services:*** Provide information regarding current (local and/or national) programs and services available to mitigate the problem.
- IV. ***Conclusion.*** Summarize the current status of the issue. Include your personal thoughts with corroborating support from the literature about the future development of services you feel are significant in addressing the issue.
- V. ***References.*** Citations of articles in APA style. At least five professional (text and journal) references must be used.

### **3. Critical Analysis Paper (100 points)**

Select a novel or autobiography that heavily involves the issue of child abuse and neglect or family violence. See attached **book list/movie list** for suggestions.

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/movie. It should also give the viewer 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/movie, 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.
- III. The conclusion should articulate your impression of the book/movie, 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.

### **4. Interview with Professional in the Field (100 points)** : Each student will conduct an in-person or phone interview with a professional working in the child welfare field.

Suggestions: (students

- Child protective investigator
- Child protective permanency worker
- ICWA worker/TFYS worker
- Court Appointed Special Advocate (CASA)
- Guardian Ad Litem (GAL)
- Child Advocacy Center Forensic Interviewer, Advocate, or Therapist
- Legal attorney or judge for CINA cases (AAG, PD)

Your interview should include but is not limited to:

- Education and preparation to work in the field
- Length of time they have worked within child welfare and current position
- Best and worst parts of doing their work
- Example of successful (treatment or prevention) interventions that they have been witness too
- Self-care practices
- Advise for people thinking of getting into the field

Paper should be 4-6 pages, double-spaced, 12 point font in APA format, and include in your conclusion your reaction/response to the interview.



5. **Reflection Papers (40 points total)**- Students will complete a total of 4 reflection papers over the course of the semester. Papers are 2 pages, double-spaced. Specific instructions can be found on Blackboard. *(10 points each)*
6. **Exams (50 points total)**: There will be two non-cumulative exams scheduled during the course *(25 points each)*
7. **Attendance (50 points)**: Attendance will be taken, and unexcused absences will result in a loss of attendance points. 0-1 absences = 50 points; 2-3 absences = 35 points; 4-5 absences = 20 points; more than 5 = 0 points.

### Evaluation & Grading:

Assignment Summary:	Due Date	Total Points
Research Writing Plan	5/31	10
Reflection Paper 1	5/31	10
Mid-term exam	6/7	25
Reflection Paper 2	6/14	10
Research Paper	6/14	100
Reflection Paper 3	6/21	10
Interview Paper	6/21	100
Reflection Paper 4	6/28	10
Critical Analysis Paper	6/28	100
Final Exam	6/30	25
Attendance and Participation		50
<b>TOTAL</b>		<b>450</b>

### Grading Scale:

A = 450-414

B = 404 -360

C = 359- 315

D = 314-270

F = 269 and below

**Social work majors are required to earn a “C” or better in this class.**

### Support Services

As a UAF distance student, several services are made available to you to assist in your academic endeavors:

- ***Library Access.*** All students are given a student ID and password that enables them to access full-text and journal articles and other resources through UAF’s Elmer Rasmuson Library. Access to the library is available at [www.uaf.edu/academics/libraries.html](http://www.uaf.edu/academics/libraries.html)

- ***The Distance Librarian.*** The UAF library staffs a full time librarian to assist students outside of the Fairbanks area. The distance librarian is available to research specific items, to assist students in the research process, and is available to assist with interlibrary loans. Students can contact the distance librarian by emailing [fyddl@uaf.edu](mailto:fyddl@uaf.edu) or by phoning 1-800-478-5348.
- ***The Writing Center.*** The UAF Writing Center is also equipped to assist students at a distance. Students are able to fax their papers to the writing center, then make an appointment to meet via phone with a writing center staff member. The contact number for the writing center is 1-907-474-5314 or 1- 800-478-5246.
- ***The UAF Helpdesk.*** Students are also able to receive technical support related to university email and other UAF related technology issues by contacting the UAF Helpdesk at 1-800-478-4667.

### **Disabilities Services**

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. Faculty/Staff will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.

## Bibliography

(Note: These readings and websites may not necessarily be covered in class; however, you may find them useful to consult as resources or to gain more information on a topic.)

Crosson-Tower, C. (2014). *Understanding Child Abuse and Neglect*. 9<sup>th</sup> edition. Boston, MA: Allyn & Bacon.

Fong, R., McRoy, R., Ortiz Hendricks, C. (2006). *Intersecting Child Welfare, Substance Abuse, and Family Violence: Culturally Competent Approaches*. Alexandria, VA: Council on Social Work Education Inc.

Goldman Fraser, J., Griffen, J., Barto, B., Lo, C., Wenz-Gross, M., Spinazzola, J., Bodian, R., Nisenbaum, J., Bartlett, J. (2014). Implementation of a workforce initiative to build trauma-informed child welfare practice and services: Findings from the Massachusetts Child Trauma Project. *Children and Youth Services Review*. 44: 233-242

Harris, M. (2014). *Racial Disproportionality in Child Welfare*. New York, NY: Columbia University Press.

Lucero, N. & Bussey, M. (nd). A Collaborative and Trauma-Informed Practice Model for Urban Indian Child Welfare. *Child Welfare*. 91(3): 89-112.

Pfohl, S. (1977). The "Discovery" of Child Abuse. *Social Problems*. 24(3): 310-323.

Salloum, A., Kondraft, D., Johnco, C., Olson, K. (2015). The role of self-care on compassion satisfaction, burnout and secondary trauma among child welfare workers. *Children and Youth Services Review*. 49:54-61

Wilson, R. (2004). Recognizing the Threat Posed by an Incestuous Parent to the Victim's Siblings: Part I: Appraising the Risk. *Journal of Child and Family Studies*. 13(2): 143-162.