I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Dept/Program</th>
<th>Course #</th>
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<tbody>
<tr>
<td></td>
<td>Social Work</td>
<td>SW 420S</td>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Child Abuse and Social Welfare</td>
<td>None</td>
<td>4</td>
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II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office

Please type / print name | Signature | Date
---|---|---
Instructor | Jennifer Walrod | 
Phone / Email | 243-5543 | 
| Jenniferwalrod@msn.com | 
Program Chair | Ryan Tolleson Knee | 
Dean | David Forbes | 

III. Description and purpose of the course:
General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:
http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

The purpose of the Child Abuse and Child Welfare course is to provide students with a foundational understanding regarding the public health issue of child maltreatment. This course explores the historical development of the professional field of child welfare as well as the current public policies, practices and services provided to protect our nation’s children and strengthen families. Students will gain a basic understanding of the identification of child abuse and neglect as it relates to mandated reporting laws for professionals. The issues of poverty, oppression, race, domestic violence, substance abuse and mental illness will be explored. In addition the course will address the long term impact on individual lives, the justice system, our nation’s health care system, and society for failing to prevent child maltreatment.

IV. Criteria:
Briefly explain how this course meets the criteria for the group. See:
http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

The Child Abuse and Child Welfare course will challenge students to analyze the complex issue of child maltreatment and the United States’ public policy response to this social problem. The course will explore the theoretical framework for the social, psychological, economic and political factors which contribute to the social problem of child abuse and neglect. The course will provide for the opportunity to examine the complex social issues of poverty, substance abuse, decaying neighborhoods, race, unemployment and mental illness as it impacts children and families. This course will introduce students to the evidence-based practice of child welfare and investigate the contributing theories and conclusions as to the etiology of child maltreatment.
V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

Students taking Child Abuse and Child Welfare will be able to describe the historical development of child maltreatment as a field of study and child welfare as policy driven social work practice. Students will understand the complexities of child maltreatment, on an individual level and societal level. Students will apply theoretical concepts of the contributing factors to child maltreatment as they are challenged to make conclusions regarding the prevention of maltreatment. The students will gain understanding as to the evidence-based practice protocols for the treatment of victims. The students will further explore the current research for best practice models regarding intervention into maltreating families.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.

Social Work 420 - Child Abuse and Child Welfare
Fall Semester 2008

Mondays and Wednesdays – 4:10 - 6:00 p.m. Gallagher Building L11


Instructor: Jennifer Walrod, MPA, BSW
Phone: 529-7776
E-Mail: jenniferwalrod@msn.com
Office: off campus
Office Hours: By Appointment
(This syllabus is intended to reflect a general outline of the course. It is not comprehensive and may be modified to suit the class.)

INTRODUCTION

- "if the United States could have but one generation of properly born, trained, educated and healthy children, a thousand problems of government would vanish overnight...It is not the delinquent child that is at the bar of judgment, but society itself."

  - HERBERT HOOVER

Children deserve a childhood free of abuse where their basic physical, emotional and educational needs are met. Parents are the best source for care nurturance and protection for their children and the normal resource for meeting their basic needs. When parents are unable or unwilling to protect their children from abuse or neglect, the community has called for intervention. Children are unable to protect themselves and cannot go unprotected. The best measure of protection for our Nation’s children is to assist parents in learning to provide a basic standard of care to their children. Most parents can change their behavior with sufficient help, and it is always best for a child to remain with his or her parents if the child is safe from maltreatment.

COURSE DESCRIPTION & OBJECTIVES

This course is designed to allow students to develop an understanding of child maltreatment and child welfare as a field of academic study and an area of professional practice. Specifically, it focuses on a critical examination of child welfare policies and practices. The course will begin by exploring the policy context and legislation which shaped the current delivery of child protective services. Students will be asked to apply critical thinking skills to the areas of at-risk youth, poverty, society’s role in “raising children”. Students will learn indicators, effects and the family dynamics of child physical abuse, sexual abuse, psychological abuse and physical neglect. Students will learn the roles of the primary professionals involved in the child welfare field and will analyze current interventions.

The course will be conducted as a seminar. Students must be prepared to discuss reading assignments, current events, contribute to class discussions, and participate in case studies analysis.

The specific competencies developed in SW 420 are:

1) Demonstrate knowledge of the current status and history of the U.S. child welfare system.
2) Demonstrate knowledge of the economic status of children and the implications of poverty on children.
3) Demonstrate knowledge and skills of child welfare as a profession
4) Demonstrate knowledge of the full scope of child maltreatment and at-risk youth.
5) Demonstrate knowledge of psychological, social, legal, cultural, economic, and political factors associated with child maltreatment.
7) Demonstrate knowledge of the organizational structure and practices of the Montana child welfare system.
8) Demonstrate the link among history, policy, theory and practice in the field of child welfare.

REQUIRED TEXTS

*Abuse in the Family* – by Alan Kemp

*Building the Bonds of Attachment* by Daniel Hughes

COURSE REQUIREMENTS and STRUCTURE

The requirements for the class include a midterm exam, final exam, discussion paper and several in-class assignments. The structure of the course will be simple. Each class will focus on one major concept of child welfare that will be illustrated in the assigned readings. A case study approach will often be used to discuss the concepts. **STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNED READINGS.**

GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Culture Paper</td>
<td>100</td>
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<tr>
<td>Mid-Term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Paper (Building the Bonds of Attachment discussion paper)</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Class Attendance and Participation</td>
<td>50</td>
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Attendance is mandatory and will be taken at the beginning of each class period. Students may only miss five class periods without compromising their final grade.

Cell phones are PROHIBITED during class. All phones must be turned off prior to the beginning of the class and remain OFF during class. Should you choose to text message or otherwise utilize your phone during class you will be asked to leave and it will be counted an absence.

Culture Paper - (5-6 pages) Due September 24th

Some components to consider for a successful essay:

- the essay must be an independent one, coming from your own views and insight, not entirely dependent on reviews or articles or essays done by others.
- a beginning that makes an appeal to the reader and sets up the ideas in the essay
- a basic description of the observations in today’s current culture being discussed
- a discussion of the intersection of the culture and its impact on children
- insight into the technology’s appeal and/or significance
- who is the target audience of your cultural phenomenon (age, gender, etc...)
- research how has the connection between your culture topic and social work been examined previously?
- formal acknowledgement of other sources.
Remember, the essay is not about you. Although reference to yourself is not forbidden, such reference is usually unnecessary and often intrudes between the reader and the topic.

**Paper - (5-6 pages) Due November 24th**

**Building the Bonds of Attachment**  Discussion Paper - Choose **one** of the following subjects:

1. Applying the information presented in class regarding child maltreatment and adults abused as children, discuss what might have happened to Katie had the therapeutic intervention not occurred. Describe her childhood? Describe her adult years?(Let your creative juices flow.)

2. Write a critique of Katie's experience in the “system”. Describe how the system worked; areas in need of improvement; areas of complete failure. Discuss your ideal child welfare system. Comparing and contrasting Katie’s story, how would you design a system to prevent, protect and receive victims of child maltreatment?

**Mid-Term Exam**

This exam will occur on **October 15th, 4:10-6:00 pm.** This will be a comprehensive examination covering the material and reading assignments presented during the first half of the semester. The format of the exam will be discussed during class.

**Exam**

The exam will be held finals week on Monday **December 8th, 1:10-3:10 pm.** This examination will cover the material and reading assignments presented during second half of the semester.

**COURSE SCHEDULE**

**August 25th**

- Introduction to the Course:
  - Syllabus; Why are we here; Assignments; Grading
  - The State of the Children
  - History of Child Welfare

**Read Chapter 1 - Text**

**August 27st**

- The Scope of the Problem
  - Adults Abused as Children
  - Adverse Childhood Experiences

**September 1st - Labor Day - NO CLASS**

**September 3rd**

- Maltreatment and the Developing Child
Effects of Abuse and Neglect
Effects of Violence on Children

**Assignment:** Watch two hours of primetime television, noting the number of acts of violence and sexual content (overt sexual activity and subtle references).

**September 8th**
Child Maltreatment and the Culture
Discussion

**September 10th**
The Culture of Poverty – Does being poor put you at risk?

**September 15th**
Poverty continued – Does it contribute to child maltreatment?
Defining Child Maltreatment – Can it be defined?

**September 17th**
PBS Frontline Video: **Failure to Protect: The Taking of Logan Marr**
Discussion

**Read Chapter 3 - text**

**September 22nd**
PBS Frontline Video: **Caseworker’s Files**
Discussion

**September 24th**
**Guy Baker, Detective Missoula Police Department**
Violence in America: Gangs, Drugs and Violence

**September 29th**
Children Welfare - The Policy Based Profession
Federal Legislation - Adoption and Safe Families Act, Indian Child Welfare Act
Parents Rights vs: Children’s Rights

**Read Chapter 5**

**October 1st**
**Kathleen Jenks, J.D. - guest lecturer**
Four Tracks of the Legal System

**Read Chapter 2**

**Begin reading Building the Bonds of Attachment** (Discussion of book to occur in November ...)

**October 6th**
Children Who Witness Violence
Domestic Violence and Child Abuse/Neglect
October 8th
PBS Frontline Video: “The Meth Epidemic”
Discussion

October 13th
Parental Drug Abuse and the Effects on Children

October 15th
Midterm Exam

October 20th
Physical Abuse:
Causes; Models; Characteristics of the Abused Child; Physical and Behavioral Symptoms; Abusive Parents
Sibling Abuse; Child Mortality

Read Chapter 3 - Text

October 22th
Physical Neglect

Read Chapter 7 - text

October 27th
The Emotional and Psychological Abuse of Children-
Defined; Characteristics of the Child; Characteristics of the Abusive Parent

Read Chapter 4 - Text

October 29th
The Sexual Abuse of Children:
Definition, Types of Abuse, Progression of Abuse, Profile of Abused Child
Incest, Patterns, Profile of the Family, Societal Contributors to Abuse

Read Chapter 5 - Text

November 3rd
Child Abuse Ideologies
Multidisciplinary Teams – differing mandates
The Team Approach to Child Abuse

November 5th
Attachment Disorder - When love is not enough
Discussion - Building the Bonds of Attachment

November 10th
The Grief Process –
Classroom exercise – Cultural Interviewing: How do you grieve?

Read Chapter 13 & 14 - Text
November 12th
 Foster Care as a Therapeutic Tool
 Permanency: What does this mean?
 Video: Multiple Transitions

November 17th
 Treatment of Child Abuse and Neglect
 -Services for the Perpetrator and Victim
November 19th  
NO CLASS

November 24th  
Adoption  
   -Unplanned Pregnancy; teen pregnancy and birthmothers

Paper Due !!!!

November 26th  
NO CLASS - Thanksgiving Holiday

December 1st  
Adoption - State vs. Private vs. International  
Video – Visible Differences – Trans-racial Parenting through Adoption

December 3rd  
Prevention  
Working Toward a Better Tomorrow

December 8th – 1:10-3:10 pm  
FINAL EXAM