

9-2002

SW 420.01: Child Abuse and Child Welfare

Charles R. Horejsi

University of Montana - Missoula

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Horejsi, Charles R., "SW 420.01: Child Abuse and Child Welfare" (2002). *Syllabi*. 3288.
<https://scholarworks.umt.edu/syllabi/3288>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

SOCIAL WORK 420: CHILD ABUSE AND CHILD WELFARE

Professor: Charles Horejsi, Ph.D.
Fall 2002

University of Montana
Department of Social Work

Office: Jeannette Rankin Hall, Rm. 115

Telephone: 243-2841 or leave message with department secretary at 243-5543

COURSE DESCRIPTION: This course will provide basic information about child abuse and neglect and provide an introduction to selected child welfare concepts and principles. The course is designed to help the student understand the problem of child abuse and neglect, the complex social and legal issues surrounding the problem and become aware of the programs and services that have been created to prevent and address the problem. The course will give some attention to certain child welfare programs and services such as family preservation, foster care and special needs adoption. The course is intended to be practical rather than theoretical.

Lectures, films, guest speakers, and experiential exercises will be used during class meetings. Because much learning will take place within the context of class and small group discussion, the student is expected to attend all sessions.

WARNING: This course includes descriptions of physical abuse, neglect and sexual abuse as well as discussion of other potentially disturbing topics such as separation and loss. If you would be offended or seriously upset by such topics, you are advised to withdraw from this course. Do not bring children to this class.

GRADING OPTIONS: This course may be taken for either a traditional letter grade or "pass/fail". Undergraduate social work majors can take this course (an elective) pass/fail.

PASS / FAIL OPTION: Students electing the pass/fail" option must complete either Alternative A or Alternative B, as described below:

Alternative A: Achieve an average grade of 70% for the two exams and regular class attendance and participation.

Alternative B: Obtain a grade of 70% on one exam and obtain a grade of "pass" on the term paper and regular class attendance and participation.

GRADUATE STUDENTS (extra paper required): Graduate students may take this course pass/fail. A graduate student taking this course for a traditional grade is required to submit a second paper, due December 4, on topic directly related to this course. This second paper should be between 5 – 10 pages in length.

CLASSROOM CONDUCT: Please arrive on time for class and remain until the class ends. Do not bring dogs (except service dogs) or other pets to class. Do not use cell phones during class.

TEXTBOOK: Crosson-Tower. Exploring Child Welfare, 2nd edition. Allyn & Bacon, 2001.

Note: Because the textbook will serve primarily as background reading and a reference book, two or more students might be able to share a copy. Please note: a copy of the textbook is on two- hour reserve in the Library.

FACULTY PACKET: A faculty packet containing supplemental materials and relevant Montana Legal Codes is available for purchase in the U.C. Bookstore. A copy of the faculty packet is on 2-hour reserve in the library.

MONTANA LAW: Copies of Montana's law on child abuse and neglect (MCA 41-3-101 through 41-3-1013) and Sex Crimes (45-5-501 through 45-5-627) are in the faculty packet. Numerous **exam questions** will focus on legal concepts and issues and definitions and procedures described in the Montana Law on child abuse and neglect.

DETERMINATION OF COURSE GRADE (if taken for traditional letter grade)

Class Attendance & Participation	250 points
Midterm Exam	225 points
Final Exam	225 points
Term Paper	150 points
Class Presentation	<u>150 points</u>
Total =	1000 points

CLASS PARTICIPATION: Class attendance is a key measure of participation. Roll will be taken. Students are expected to attend class on a regular basis and participate actively in discussion and class exercises. Attendance contributes up to 250 points toward the final grade. Points will be calculated as a percentage. For example, if you attend 80% of the classes, you earn 80% of the 250 points (80% x 250 = 200 points).

EXAMS: The exams will be primarily objective--e.g., true/false, multiple choice, or short answer. The midterm will cover all lecture material and all assigned reading up to the point of exam. The final exam will be comprehensive; i.e., covering content of entire semester. Exam questions will be drawn from the lectures, the faculty packet and assigned reading in the textbook. The first exam will contain numerous questions that focus on legal concepts and issues and definitions and procedures described in the Montana Law on child abuse and neglect (see codes in faculty packet). **Exams will be graded by SCANTRON. Bring a 100 item SCANTRON answer sheet to the exams.**

A "review" will not precede the exams. The grade on an exam taken after the scheduled date will be reduced by 20%. Please take the exam on the scheduled date.

STUDENT PRESENTATIONS: Each student will become part of a small group that is responsible for making a class presentation, sometime after the midterm exam. This assignment will be explained in more detail during the 2nd or 3rd week of class. The presentations are to be based on or built upon certain chapters of the textbook.

STUDENT DISCUSSION GROUPS: Students will be assigned to a specific small group and are expected to participate actively in the discussion. To the extent possible, time will be allowed for small group discussion, especially after viewing a film or tape.

GRADING OF TERM PAPER AND STUDENT PRESENTATION: The term paper and class presentation will be graded using a modified "pass-fail" system. A paper or presentation that is a "pass" (acceptable) will earn 125 points. A paper or presentation that is a "fail" (unacceptable) will earn no points at all. A paper or presentation that is truly outstanding and remarkable in many ways (a "pass-plus") will earn 150 points.

TERM PAPER (due on or before November 25)

Each student is to prepare a term paper on a specific topic that is directly related to the purpose of this course (e.g. the general areas of child abuse and neglect, child welfare services, and related public social policies and issues). For example, possible topics might be:

A description and explanation of some particular technique, method, or approach utilized by social workers and other helping professionals when working with an abused or neglected child and or his or her family.

A description and explanation of some particular technique, method, or approach utilized by social workers when providing foster care services or adoption services.

A description and explanation of some particular technique, method, or approach utilized by social workers and other helping professionals when they are conducting an investigation of alleged abuse or neglect.

A description and / or analysis of some particular program or community effort related to the treatment or prevention of child abuse and neglect, to the prevention of out-of-home placements, to the strengthening of families, to the adoption of children with special needs, etc.

A critical analysis of some particular law or public social policy related to abuse or neglect or to child welfare services and concerns.

CRITERIA USED WHEN GRADING TERM PAPER AND THE GRADUATE STUDENT PAPER

- Clearly written, easy to understand and read, proper grammar and spelling. Submitted on time. The points earned by a paper will be reduced by 15 % if the paper is submitted after the due date.
- Typed, double spaced and about 6 –10 pages in length.
- Proper APA Style documentation and citations of all books and journals and/or persons interviewed as part of data-gathering process and background research for the paper. See faculty packet for information on APA Style. At least four (4) sources of information. SW 420 lecture notes are not an acceptable source.
- Evidence of serious effort to research topic (revealed, in part, by awareness of facts, "system realities" and detailed descriptions).

JOURNALS: Several of the social work journals may contain articles on child abuse and neglect. See, for example, Child Abuse and Neglect, Child Welfare, Social Work, Social Service Review, Families in Society, Health and Social Work, Social Work Research and Abstracts, Public Welfare, Child and Youth Services Review. Journals in the fields of education, pediatrics, psychology, psychiatry, and sociology also contain relevant articles. The journal Child Welfare is an excellent source of practical information.

FINDING SOURCE MATERIALS: A selection of basic books has been placed on

reserve in the UM library. See the course handout titled: Selected Information on Child Abuse and Neglect and Child Welfare Practice and Programs. Many relevant items can be found in the UM Library. Also, check for books in City Library and library at St. Patrick Hospital.

POLICY ON BORROWING MATERIALS FROM YOUR INSTRUCTOR: Over the past few years, your instructor has, on average, lost about \$100 worth of books each year due to students not returning borrowed items. Because of this, materials will not be loaned. The audio/visual presentations (e.g. videos) used in class will not be loaned to those who did not see the presentation because they missed a class.

CLASS SCHEDULE

MONDAY

Sept 2 Labor Day

Sept 9 _____

Sept 16 _____

Sept 23 _____

Sept 30 _____

Oct 7 guest speaker – Kerrie Ghenie

Oct 14 _____

Oct 21 guest speaker – Art Dreiling

Oct 28 _____

Nov 4 _____

Nov 11 HOLIDAY

Nov 18 _____

Nov 25 Paper Due

Dec 2 _____

Dec 9 _____

Final exam: Dec. 16, 4 – 6 pm.

WEDNESDAY

Sept 4 first class

Sept 11 _____

Sept 18 _____

Sept 25 _____

Oct 2 _____

Oct 9 _____

Oct 16 _____

Oct 23 _____

Oct EXAM

Oct 30 _____

Nov 6 _____

Nov 13 _____

Nov 20 _____

Nov 27 Vacation

Dec 4 grad student paper due

Dec 11 _____

SUGGESTED SCHEDULE OF READINGS

(Note exam questions may be taken from each of these chapters, articles and legal codes.)

Week of Sept 2	First week of class – Chapter 1
Week of Sept 9	Chapters 2 and 7
Week of Sept 16	Section A of faculty packet
Week of Sept 23	Chapter 9
Week of Sept 30	Section C of faculty packet (legal information)
Week of Oct 7	Section B in faculty packet and class handout titled “Key Provisions of Child Protection Codes”.
Week of Oct 14	Review of all of above, prepare for midterm exam
Week of Oct 21	(mid term exam)
Week of Oct 28	Chapters 8 and 11 and Section D of faculty packet
Week of Nov 4	Chapter 3 and 4 and Section E of faculty packet
Week of Nov 11	Chapters 5 and 6
Week of Nov 18	Chapters 10 and 13
Week of Nov 25	Chapter 12 and 14
Week of Dec 2	Review all readings, prepare for final exam
Week of Dec 9	Prepare for final exam

FINAL EXAM: 4 –6 PM, MONDAY DECEMBER 16
Note: this is not time listed in UM Schedule of Classes
Notify instructor if this is not a convenient time.

Note: Be sure to obtain from your instructor a class handout titled “Key Provisions of Montana Child Protection Codes”. It was omitted from the faculty packet.

extra unused stuff

Your paper is to focus on one of the following seven topics

1. Child Neglect
2. Child Abuse and Emotional Maltreatment
3. Sexual Abuse of Children
4. Adolescent Pregnancy and the Teenaged Parent
5. Serious Behavioral Problems and Delinquency among Children and Youth
6. Children Coping with Parent's Divorce and Loss
7. Children with Special Needs

After selecting one of seven topics, decide if your paper will focus primarily on a program or primarily on a direct service method/technique.

Option 1: Program - focus is to be on an existing program or on one you propose.

Option 2: Method/Technique - focus on the use of a specific method or technique in direct, face-to-face, work with a client.

OPTION 1 (program focus)

Focus on a program that serves children, parents or families experiencing the problem you have selected. Paper must have 9 distinct sections. Each section is to be numbered and appear in the paper or a subheading (i.e. these are 9 subheadings). The 9 sections are as follows.

1. Introduction. (In not more than one page, describe the nature and purpose of the program).
2. What are the goals and objectives of the program? Be specific.
3. Why is the program important and needed?
4. What other agencies and programs in the community or state provide services that are similar to or directly related to the programs you are describing?
5. What state and federal laws and regulations apply to this type of service or program? Be specific.
6. What does the professional and child welfare literature say about the usefulness and effectiveness of this type of program?
7. About how many people/clients/families does (or will) the program serve each year? What is the basis for this estimate?
8. How much money is needed, per year, to operate the program you are describing?

What is the cost per client/family served? What is the basis for this estimate?

9. What groups oppose this program and what is basis for their opposition?

OPTION 2 (method / procedure)

Focus on a specific method, technique or procedure that is used in direct, face-to-face work with a client. A client may be a child, the child's parents or the whole family.

Paper must have 9 distinct sections. Each section is to be numbered. The 9 sections are as follows:

1. Introduction. In not more than one-half page, describe the nature and purpose of the method, technique or procedure on which you have focused.
2. With what types of client problems or concerns and in what types of practice situations would the use of this method be most appropriate?
3. From the perspective of a professional using this method, what are the pros and cons, advantages and disadvantages, of using this method (technique, procedure, or approach)?
4. What agencies, programs or professionals now utilize this approach in their work with clients?
5. What beliefs and assumptions about how and why people change are implied in or suggested by the use of this method?
6. In what specific ways might a client be helped by this method? In what ways might a client be harmed by this method?
7. What state and federal laws or regulations, in some way regulate - either directly or indirectly - the use of this method? Be specific.
8. What does the professional and child welfare literature have to say about the use of this method?
9. How would you determine if the use of this method is effective? How will you measure the effectiveness?

Explanation of Relationship between Letter Grade and Points Earned toward Final Grade:

A+ = full credit (all points)
B+ = 88% of points
C+ = 78% of points
D+ = 68% of points

A = 95% of points
B = 85% of points
C = 75% of points
D = 65% of points

A- = 92% of points
B- = 82% of points
C- = 72 % of points
D- = 62% of points