

Social Work 678

Child Abuse and Neglect: Intervention and Treatment

3 Units

Fall 2019

Instructor:

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requested

Course Day:

Wednesday

Course Time:

4:45PM-7:00pm

Course Location:

VAC

I. COURSE PREREQUISITES

SOWK 505 and SOWK 535

II. CATALOGUE DESCRIPTION

Advanced practice course focusing on interventions with and treatment of complex family systems where the effects of child maltreatment are the presenting problems.

III. COURSE DESCRIPTION

This course is an advanced practice course focusing on interventions with and treatment of complex family systems where the effects of child maltreatment are the presenting problems and stresses the importance of accurate identification and assessment. The major types of child maltreatment will be defined, described and discussed. A multidisciplinary approach to the problem will support discussions of the roles of a variety of professionals involved in the response to children and families where child abuse has occurred. Mental health assessment and treatment planning will be explored. The Child Protective Services system will be reviewed as the context within which initial contact with families takes place and court ordered plans are created. New and innovative strength based strategies for case plan development and engaging families will be identified. Effective interventions with an involuntary client population will be reviewed.

The course will: integrate recent research into course readings with discussion on implications for best practice; examine theoretical models that attempt to explain the etiology of child maltreatment; review

ecological and developmental theory, trauma and the effects of trauma, cognitive behavioral theory and attachment theory in the context of child maltreatment; explore family systems theory in identification and treatment planning; analyze issues of diversity and culture in the intervention and treatment processes.

As an elective, this course is particularly appropriate for students in the Family and Children, Mental Health, Health and COPA Concentrations. In California this course meets the LCSW licensing requirements for child abuse and neglect training.

IV. COURSE OBJECTIVES

The Child Abuse and Neglect course (SOWK 678) will:

Objective #	Objectives
1	Define, describe and integrate into class discussions the major types of child maltreatment with course readings and instructor presentations supporting experiential exercises.
2	Address the roles of a variety of multidisciplinary professionals involved in the response to children and families where child abuse has occurred including those in mental health, law enforcement, child protection, health services and the legal and education systems.
3	Present best practice research based approaches as well as theoretical frameworks for intervention and treatment.
4	Identify innovative and effective strength based strategies for engaging families and case plan development.
5	Analyze a broad range of diversity issues as they present in child abuse cases.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

A combination of lecture, class discussion, and experiential exercises will be used in class. Exercises may include the use of videotapes, role-play, or structured small group exercises. Student examples from field placements will be used to illustrate class content and to provide integration between class content and social work practice. (Confidentiality of material shared in class will be maintained.) As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior *
2	Engage in Diversity and Difference in Practice *
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice *
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities *
7	Assess Individuals, Families, Groups, Organizations, and Communities *
8	Intervene with Individuals, Families, Groups, Organizations, and Communities *
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with diverse children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth and families, which in turn advances the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family's life in order to obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families.</p>	<p>2. Address the roles of a variety of multidisciplinary professionals involved in the response to children and families where child abuse has occurred including those in mental health, law enforcement, child protection, health services and the legal and education systems.</p> <p>5. Analyze a broad range of diversity issues as they present in child abuse cases.</p>	<p>7b. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, youth and families and the communities in which they live.</p>	<p>Exercise of judgment</p>	<p>Unit 2: Child abuse reporting & systems intervention Unit 13: Nexus: Child abuse and domestic violence Unit 15: Team treatment & multidisciplinary collaboration</p> <p>Assignments 1: Policy Paper: Child Abuse Reporting Assignment 3: Research Paper: Case Study</p> <p>Unit 1: The family system: Overview of child abuse & neglect Unit 4: Physical abuse: Identification and Intervention Unit 7: Physical neglect: Treatment</p> <p>Assignment 2: Group Presentation: Neglect Assignment 3: Research Paper: Case Study</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter- professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter-professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.</p>	<p>1. Define, describe and integrate into class discussions the major types of child maltreatment with course readings and instructor presentations supporting experiential exercises.</p>	<p>8a. Critically select and apply interventions for their practice with children, youth, and families, based on thoughtful assessment of needs and the quality of available evidence.</p>	<p>Knowledge, Skills, Exercise of judgment</p>	<p>Unit 4: Physical abuse: Identification and Intervention Unit 6: Physical Neglect: Identification and Intervention Unit 8: Psychological Maltreatment: Identification and Intervention Unit 10: Sexual Abuse: Identification Unit 13: Nexus: Child Abuse and Domestic Violence Assignments 1: Policy Paper: Child Abuse Reporting Assignment 3: Research Paper: Case Study</p>
	<p>2. Address the roles of a variety of multidisciplinary professionals involved in the response to children and families where child abuse has occurred including those in mental health, law enforcement, child protection, health services and the legal and education systems.</p>			<p>Unit 2: Child abuse reporting & systems intervention Unit 13: Nexus: Child Abuse and Domestic Violence Unit 15: Team treatment & multidisciplinary collaboration Assignments 1: Policy Paper: Child Abuse Reporting Assignment 3: Research Paper: Case Study Assignment 4: Group Presentation: Case Study</p>
	<p>3. Present best practice research based approaches as well as theoretical frameworks for intervention and treatment.</p>			<p>Unit 3: Maltreatment and the Developing Child Unit 5: Physical Abuse: Treatment Unit 7: Physical neglect: Treatment Unit 9: Psychological Maltreatment: Case Study and Treatment Unit 11: Sexual Abuse: Identification & Treatment Unit 12: Sexual Abuse: Treatment Unit 14: Child Abuse and Neglect: Identification & Treatment Assignment 2: Group Presentation: Neglect</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Paper— Policy: Child Abuse Reporting	Unit 4	20%
Assignment 2: Group Presentation— Neglect	Unit 7	20%
Assignment 3: Paper— Case Study	Unit 13	35%
Assignment 4: Group Presentation— Case Study	Unit 14	15%
Class Participation	Ongoing	10%

Each of the major assignments is described below. Specific instructions for each assignment are available in the Toolbox.

Note: All written assignments will be measured not only on content but on professional presentation including generally accepted standards of English grammar, and composition. APA format will be required of all written assignments. Failure to submit assignments on time may result in a reduction in the assigned grade. All group presentation assignments will be measured by level of participation in the presentation, accuracy of information, and ability to respond competently to questions related to the topic of the presentation.

Assignment 1: Paper— Policy: Child Abuse Reporting

Mandated child abuse reporting laws defining child abuse and neglect, identifying mandated reporters and describing the process for reporting vary slightly from state to state. This initial assignment will require students to locate and identify the codes in their state related to mandatory child abuse reporting. Students then will apply this knowledge to determining the appropriate course of action in different case scenarios.

Due: Unit 4

This assignment relates to student learning outcomes 1, 2, 7

Assignment 2: Group Presentation— Neglect

The group presentation on neglect will take place during Unit 7. Utilizing the most current research available, material on demonstration projects across the country will be presented by students in small groups with time devoted to comparing and contrasting the various models of intervention as well as assessing potential for effectiveness.

Due: Unit 7

This assignment relates to student learning outcomes 2, 4, 7, 8

Assignment 3: Research Paper— Case Study

This assignment is a research paper utilizing applicable theories related to causality, intervention and treatment of victims of child abuse and their family members and best practice intervention methods in an in-depth case study analysis.

Due: Unit 13

This assignment relates to student learning outcomes 1, 2, 4, 7, 8

Assignment 4: Group Presentation— Case Study

The final group presentation in class will involve the presentation of an overview and analysis of Assignment 3, the research paper on the case study.

Due: Unit 14

This assignment relates to student learning outcomes 1, 2, 4, 7, 8

Class Participation (10% of Course Grade)

Class participation includes, active involvement in group exercises, completion of weekly in-class and out of class assignments, and class presentations. Attendance will be taken each class meeting.

Late Policy

There will be a 5 point deduction for each day the assignment is submitted past the due date.

Grading

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.

A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Fontes, L. A. (2008). *Child abuse and culture: Working with diverse families*. New York, NY: Guilford Press.

Crosson-Tower, C. (2014) *Understanding child abuse and neglect* (9th ed.). Needham Heights, MA: Allyn & Bacon.

Recommended Textbooks

Briere, J. N., & Langtree, C. R. (2011). *Treating complex trauma in adolescents and young adults*. Thousand Oaks, CA: Sage.

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. New York, NY: Guilford Publications.

Myers, J. E. B., Berliner, L., Briere, J., Hendrix, C.T., Jenny, C., & Reid, T. (Eds.). (2002). *The APSAC handbook on child maltreatment* (2nd ed.). Thousand Oaks, CA: Sage.

Taggart, C., & Wines, J. A. (2009). *My grammar and I...or should that be me? How to speak and write it right*. Pleasantville, NY: The Reader's Digest Association, Inc.

On Reserve

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES) **under instructor name: Bianca Harper**

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Schedule—Detailed Description

Part 1: Systems Response to Child Maltreatment

Unit 1: The Family System: Overview of the Problem of Child Abuse and Neglect	Date
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This Unit relates to course objectives 1-5.

Required Readings

Fontes, L. A. (2008). Multicultural Orientation to Child Maltreatment Work. In *Child abuse and culture: Working with diverse families* (pp. 1-29). New York, NY: Guilford Press.

Crosson-Tower, C. (2014). Maltreatment and the developing child. In *Understanding child abuse and neglect* (9th ed., pp. 42-59). Needham Heights, MA: Allyn & Bacon.

Crosson-Tower, C. (2010). The family: Roles, responsibilities and rights. In *Understanding child abuse and neglect* (9th ed., pp. 21-40). Needham Heights, MA: Allyn & Bacon.

Scannapieco, M., & Connell-Carrick, K. (2005). Theoretical overview of understanding child maltreatment. In *Understanding child maltreatment: An ecological and developmental perspective* (pp. 22-43). Oxford: Oxford University Press.

Unit 2: Child Abuse Reporting and Systems Intervention: Impact on the Family, Impact on the Child	Date
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This Unit relates to course objectives 1, 2, and 3.

Required Readings

Fontes, L. A. (2008). Assessing diverse families for child maltreatment. In *Child abuse and culture: Working with diverse families* (pp. 58-82). New York, NY: Guilford Press.

Crosson-Tower, C. (2014). Intervention: Reporting and investigation. In *Understanding child abuse and neglect* (9th ed., pp. 205-247). Needham Heights, MA: Allyn & Bacon.

Crosson-Tower, C. (2014). The legal response to child abuse and neglect. In *Understanding child abuse and neglect* (9th ed., pp. 248-266). Needham Heights, MA: Allyn & Bacon.

Recommended Readings

Landsverk, J., Garland, A. F., & Leslie, L. K. (2002). Mental health services for children reported to child protective services. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. Reid (Eds.), *The APSAC Handbook on Child Maltreatment* (2nd ed., pp. 487-507). Thousand Oaks, CA: Sage.

Tietjen, W. (2002). To report or not to report...is that the only question? Child maltreatment and social work responsibilities in acute healthcare settings. In A. P. Giardino & E. R. Giardino (Eds.), *Recognition of Child Abuse for the Mandated Reporter* (pp. 157-172). St. Louis, Missouri: G. W. Medical Publishing.

Part 2: Types of Family Systems; Types of Abuse: Identification, Intervention and Treatment

Unit 3: Maltreatment and the Developing Child Date

This Unit relates to course objective 3.

Required Readings

- Ludy-Dobson, C. R., & Perry, B. D. (2010). The role of healthy relational interactions in buffering the Impact of childhood trauma. In E. Gil, (Ed.), *Working with children to heal interpersonal trauma: The power of play* (pp. 26-43.). New York, NY: Guilford Press.
- Crosson-Tower, C. (2014). Maltreatment and the developing child. In *Understanding child abuse and neglect* (9th ed., pp. 42-59). Needham Heights, MA: Allyn & Bacon.
- Smith, W. B. (2011). Neurobiology and development. In *Youth leaving foster care* (pp. 37-51).Oxford: Oxford University Press.

Unit 4: Physical Abuse: Identification and Intervention Date

This Unit relates to course objectives 1, and 2.

Required Readings

- Fitzgerald, M. M., Danielson, C. K., Saunders, B., & Kilpatrick, D. G. (2007). Youth victimization: Implications for prevention, intervention, & public policy. *The Prevention Researcher*, 14(1), 3-7.
- Fontes, L. A. (2008). Physical discipline and abuse. In *Child abuse and culture: Working with diverse families* (pp. 108-134). New York, NY: Guilford Press.
- Fontes, L. A. (2008). Working with immigrant families affected by child maltreatment. In *Child abuse and culture: Working with diverse families* (pp. 30-57). New York, NY: Guilford Press.
- Lee, V., & Hoaken, P. N. S. (2007). Cognition, emotion, and neurobiological development: Mediating the relation between maltreatment and Aggression. *Child Maltreatment*, 12(3), 281-298.
- Crosson-Tower, C. (2014). The physical abuse of children. In *Understanding child abuse and neglect* (9th ed., pp. 86-110). Needham Heights, MA: Allyn & Bacon.

Recommended Readings

- Kolko, D. J. (2002). Child physical abuse. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 21-54). Thousand Oaks: Sage.
- Lightfoot, E., Laliberte, T., & Zimmerman, M. (2005). Best practices with children with disabilities in the child welfare system. *Child Welfare Connection*, 9-12.
- Slavin, P. (2001). *From child maltreatment to delinquency*. Children's voice article. Child Welfare League of America. Retrieved from <http://www.cwla.org/articles/cv0103maltreat.htm>

Unit 5: Physical Abuse: Treatment Date

This Unit relates to course objectives 3, 4, and 5.

Required Readings

- Fontes, L. A. (2005). Child maltreatment prevention and parent education. In *Child abuse and culture: Working with diverse families* (pp. 176-199). New York, NY: Guilford Press.
- Kolko, D. J., & Swenson, C. C. (2002). A comprehensive individual and family cognitive-behavioral therapy (CIF-CBT) model. In *Assessing and treating physically abused children and their families: a cognitive-behavioral approach* (pp. 76-91). Thousand Oaks, CA: Sage.
- Ludy-Dobson, C. R., & Perry, B. D. (2010). The role of healthy relational interactions in buffering the impact of childhood trauma. In *Working with children to heal interpersonal trauma: The power of play* (pp. 44-66). New York, NY: Guilford Press.
- Crosson-Tower, C. (2014). Treatment: Physical abuse and neglect. In *Understanding child abuse and neglect* (9th ed., pp. 267-291). Needham Heights, MA: Allyn & Bacon.

Recommended Readings

- Guterman, N. B. (2006). Preventing physical child abuse and neglect through home visitation. *The International Society for Prevention of Child Abuse and Neglect (ISPCAN) Special Report*, 1-3.
- Kelley, S. J. (2002). Child maltreatment in the context of substance abuse. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 105-118). Thousand Oaks, CA: Sage.
- Schmid, J. (2006). The business of engaging fathers (and other male relatives) in the FGC process. *Protecting Children*, 21(1), 20-29.

Unit 6: Physical Neglect: Identification and Intervention

Date

This Unit relates to course objectives 1 and 2.

Required Readings

- Dubowitz, H., Klockner, A., Starr, R., & Black, M. M. (1998). Community and professional definitions of child neglect. *Child Maltreatment*, 3(3), 235-243.
- Dubowitz, H., Pitts, S. C., & Black, M. M. (2004). Measurement of three major subtypes of child neglect. *Child Maltreatment*, 9(4), 344-356.
- Crosson-Tower, C. (2014). The neglect of children. In *Understanding child abuse and neglect* (9th ed., pp. 60-85). Needham Heights, MA: Allyn & Bacon.

Unit 7: Physical Neglect: Treatment

Date

This Unit relates to course objectives 3, 4, and 5.

Required Readings

- DePanfilis, D., & Dubowitz, H. (2005). Family connections: A program for preventing child neglect. *Child Maltreatment*, 10(2), 108-123.
- Kaplan, C., Schene, P., DePanfilis, D., & Gilmore, D. (2009). Introduction: Shining light on chronic neglect. Shining light on chronic neglect: Core issues facing our most vulnerable families. *American Humane: Protecting Children*, 24(1), 2-8.

Recommended Readings

- DePanfilis, D., & Hayward, R. A. (2007). Responding to methamphetamine use, abuse, and addiction in families. *APSAC Advisor*, 19(3), 14-19.

- Erickson, M. F., & Egeland, B. (2002). Child neglect. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 3-20). Thousand Oaks, CA: Sage.
- Herzog, C. L., & Kaplan, L. (2007, November/December). Social work with children of alcohol and drug dependent parents. *Social Work Today*, 30-34.
- Crosson-Tower, C. (2014). Foster care as a therapeutic tool. In *Understanding child abuse and neglect* (9th ed., pp. 316-323). Needham Heights, MA: Allyn & Bacon.
- Spear, D. S., & Moorstein, K. E. (2005). Recovering together program: Tailoring treatment for mothers with substance abuse problems and their children. *Child Maltreatment and Substance Abuse: Research Guiding Practice. American Humane Association: Protecting Children*, 20(4), 24-28.
- Winton, M. A., & Mara, B. A. (2001). Treatment. In *Child abuse and neglect: Multidisciplinary approaches* (pp. 161-201). Boston, MA: Allyn & Bacon.

Unit 8: Psychological Maltreatment: Identification and Intervention

Date

This Unit relates to course objectives 1 and 2.

Required Readings

- Deblinger, E., & Runyon, M. K. (2005). Understanding and treating feelings of shame in children who have experienced maltreatment. *Child Maltreatment*, 10(4), 364-376.
- Knight, C. (2006). Groups for individuals with traumatic histories: practice considerations for social workers. *Social Work*, 51(1), 20-30.
- Crosson-Tower, C. (2014). Psychological maltreatment of children. In *Understanding child abuse and neglect* (9th ed., pp. 196-204). Needham Heights, MA: Allyn & Bacon.

Unit 9: Psychological Maltreatment: Case Study and Treatment

Date

This Unit relates to course objectives 3, 4, and 5.

Required Readings

- Cheung, M. (2006). Introduction: Theoretical framework—Supporting the use of therapeutic exercises. In *Therapeutic games and guided imagery: Tools for mental health and school professionals working with children, adolescents, and their families* (pp. xv-xxxviii). Chicago, IL: Lyceum Books.
- Hart, S. N., Brassard, M. R., Binggeli, N. J., & Davidson, H. A. (2002). Psychological maltreatment. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 79-104). Thousand Oaks, CA: Sage.
- Stuewig, J., & McCloskey, L. A. (2005). The relation of child maltreatment to shame and guilt among adolescents: Psychological routes to depression and delinquency. *Child Maltreatment*, 10(4), 324-336.

Unit 10: Sexual Abuse: Identification

Date

This Unit relates to course objectives 1 and 2.

Required Readings

- Crosson-Tower, C. (2014). Extrafamilial sexual abuse, misuse, and exploitation. In *Understanding child abuse and neglect* (9th ed., pp. 166-195). Needham Heights, MA: Allyn & Bacon.

Crosson-Tower, C. (2014). Incest: Familial abuse. In *Understanding child abuse and neglect* (9th ed., pp. 139-165). Needham Heights, MA: Allyn & Bacon.

Crosson-Tower, C. (2014). The sexual abuse of children. In *Understanding child abuse and neglect* (9th ed., pp. 111-138). Needham Heights, MA: Allyn & Bacon.

Recommended Readings

Berliner, L., & Elliott, D. M. (2002). Sexual abuse of children. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 55-78). Thousand Oaks: Sage

Bolen, R. M. (2003). Child sexual abuse: prevention or promotion? *Social Work*, 48(2), 174-185.

Unit 11: Sexual Abuse: Identification and Treatment Date

This Unit relates to course objectives 1, 2, 3, 4, and 5.

Required Readings

Briere, J. N., & Lanktree, C. B. (in press). *Treating complex trauma in adolescents and young adults*. Thousand Oaks: Sage.
(Instructor Note: Chapter to be assigned after publication.)

Cohen, J. A., Mannarino, A. P., Deblinger, E. (2006). The impact of trauma and grief on children and families. In *Treating trauma and traumatic grief in children and adolescents* (pp. 3-19). New York, NY: Guilford Publications.

Friedrich, W. N. (2002). An integrated model of psychotherapy for abused children. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 141-158). Thousand Oaks, CA: Sage.

Crosson-Tower, C. (2014). Treatment: Sexual abuse. In *Understanding child abuse and neglect* (9th ed., pp. 292-315). Needham Heights, MA: Allyn & Bacon.

Recommended Readings

Faller, K. C. (2003). Sexual abuse in day care. In *Understanding and assessing child sexual maltreatment* (pp. 215-236). Thousand Oaks, CA: Sage.

Hecht, D. B., Chaffin, M., Bonner, B. L., Worley, K. B., & Lawson, L. (2002). Treating Sexually abused adolescents. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 159-174). Thousand Oaks, CA: Sage.

Unit 12: Sexual Abuse: Treatment Date

This Unit relates to course objectives 3, 4, and 5.

Required Readings

Crosson-Tower, C. (2014). Adults abused as children. In *Understanding child abuse and neglect* (9th ed., pp. 324-353). Needham Heights, MA: Allyn & Bacon.

Smith, D. W., Witte, T. W., & Fricker-Elhai, A. E. (2006). Service outcomes in physical and sexual abuse cases: A comparison of child advocacy center-based and standard services. *Child Maltreatment*, 11(4), 354-360.

Recommended Readings

Cohen, J. A., Mannarino, A. P., Deblinger, E. (2006). Assessment strategies for traumatized children. In *Treating trauma and traumatic grief in children and adolescents* (pp. 20-31). New York, NY: Guilford Publications.

Cohen, J. A., Mannarino, A. P., Deblinger, E. (2006). The TF-CBT model: How it works. In *Treating trauma and traumatic grief in children and adolescents* (pp. 32-45). New York, NY: Guilford Publications.

Part 3: Special Populations: Intervention and Treatment

Unit 13: Nexus: Child Abuse and Domestic Violence Date

This Unit relates to course objectives 1-5.

Required Readings

Braham-Ermann, S. A. (2002). Child abuse in the context of domestic violence. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 119-130). Thousand Oaks, CA: Sage.

Schechter, S., & Edleson, J. L. (1999). *Effective intervention in domestic violence & child maltreatment cases: guidelines for policy and practice*. Reno, NV: National Council of Juvenile and Family Court Judges.

(This publication is often referred to as the Green Book. It is posted on ARES. A copy of the Green Book as well as current information about the Green Book Initiative can be accessed at: <http://www.thegreenbook.info/>.)

Surface, D. (2009). Revisiting parental alienation syndrome: Scientific questions, real world consequences. *Social Work Today*, 9(5), 26-30.

Unit 14: Child Abuse and Neglect: Identification and Treatment Date

This Unit relates to course objectives 1, 2, 3, 4, and 5.

Required Readings

Those selected by the student to support the research paper on the case study.

Part 4: Trends in Family Intervention and Treatment of Trauma Victims

Unit 15:	Team Treatment and Multidisciplinary Collaboration	Date
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This Unit relates to course objectives 1-5.

Required Readings

Johnson, A. S. (2003). Preventing the abuse and neglect of our nation's children. *APSAC Advisor*, 15(2), 14-15.

Crosson-Tower, C. (2014). Prevention. In *Understanding child abuse and neglect* (9th ed., pp. 365-376). Needham Heights, MA: Allyn & Bacon.

Crosson-Tower, C. (2014). Toward a better tomorrow. In *Understanding child abuse and neglect* (pp. 376-388). Needham Heights, MA: Allyn & Bacon.

STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to *Scampus* and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <https://studenthealth.usc.edu/sexual-assault/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XII. ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIV. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other

forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. COMPLAINTS

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!

- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
