



Child Abuse and Neglect

SWRK 450-001

SWRK 450-002

(3 credit hours)

Fall 2021

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Office: 101B Academic Complex

Office Hours:

- Tuesday: 9:00 a.m. – 12:00 p.m.
- Wednesday: 1:00 p.m. – 4:00 p.m.
- Thursday: 10:00 a.m. – 1:00 p.m.
- Other Times by Appointment

Phone: 270.745.2523

Class Meeting Times/Dates: Wednesday Nights; 5:30 p.m. – 8:15 p.m. (Central Standard Time)

Fall Semester: August 23, 2021 – December 10, 2021

Location: Academic Complex 107

Location for Zoom Students: <https://wku.zoom.us/j/99719259613>

Child Maltreatment:

Required Course for the Public Child Welfare Certification Program (PCWCP).

Course Description:

This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on children, treatment issues, the social worker's roles in a multidisciplinary team approach, and how to advocate for individuals and families.

This course is the first of two specific course requirements for the child welfare certification available through Western Kentucky University and the Department for Community Based Services.

The Generalist Perspective:

The practice of social work requires that a practitioner be prepared to intervene in a range of different settings with client systems of any size. There is a common body of knowledge, values, and skills used;

there is recognition often the most effective occurs when a professional address a problem during private and public levels.

Course Objectives

During this course, students will be able to:

- Summarize the causes and effects of violence on the micro and macro levels.
- Outline the indicators and family dynamics of child neglect, physical abuse, sexual abuse, and emotional maltreatment.
- Identify and describe the interaction between individual development stages and family developmental stages.
- Utilize the principles of empowerment and strengths perspective as well as systems framework to understand how individuals in families communicate and develop.
- Explain the indicators and relationship dynamics of domestic violence as it relates to child abuse and neglect.
- Discuss and explain reporting requirements for child abuse/neglect, spouse/partner abuse, and how to make such abuse/neglect reports.
- Explain the roles of primary professionals involved with domestic violence cases and summarize the effectiveness of the multidisciplinary approach.
- Diagram the present structure of the Public Child Welfare System and its relationship with other community partners.
- Gain knowledge of society's response to child/spouse maltreatment including current legislation.
- Describe systems issues contributing to violence and barriers impeding protection of victims.
- Identify the social worker's intervention roles and responsibilities in abuse/neglect situations.
- Explain the most effective treatment modalities for intervening in Child Protective Services (CPS) abuse and neglect in addition to domestic violence situations.
- Explain the principles to advocacy for children and families.
- Restate the roles and functions of the multi-partners needed in the collaborative process necessary for the continuum of care provided to families.
- Demonstrate the potential impact of cultural and ethnic background as it applies to family function and system response.

Educational Outcomes

After the first section of this course, students should be able to:

- List at least five indicators of child abuse/neglect and five indicators of domestic violence.
- Identify when it is appropriate to make a referral of child or adult maltreatment in addition to the appropriate steps to creating a referral.
- Summarize current legal responsibilities of the social worker in domestic violence and child maltreatment cases.

- List and describe at least five resources and community partners available to assist children and abused women.
- Case plan and class advocacy strategies on behalf of maltreated children and adult victims of abuse.
- Identify strengths and weaknesses of the Kentucky Child Welfare System.
- Differentiate between at least three cultural practices and child maltreatment.
- Identify family dynamics, strengths, and needs with cultural sensitivity.

Course Expectations

- Students are expected to come to class prepared with readings and assignments completed when due and enter class discussions appropriately. **Points will be deducted for late assignments.**
- Students are expected to be timely to all classes.
- The written assignments should be typed using proper documentation in APA format. The complete reference for the APA Style Manual is listed in Suggested Readings.

Teaching Methods

Course delivery will be Bowling Green campus face-to-face, Elizabethtown campus will be via Zoom, and we will use a web-bases system of Moodle. Teaching methods will include lectures, guest speakers, videos, large and small group discussion, and readings. All class material and assessments are located on EKU's Moodle site.

- An email will be sent with detail instructions regarding Moodle.

MOODLE DIRECTIONS FOR FALL SEMESTER

Note: If you have already created a Moodle account via previous instructions you received from EKU after being accepted to the PCWCP program, follow steps (5), (6), (7), (8), and (9) only!

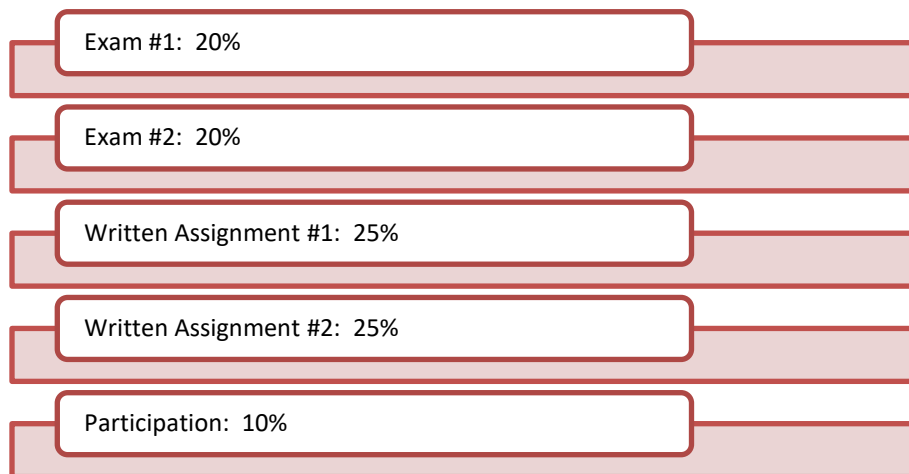
Steps to create an account and gain course access:

1. In either Google Chrome or Mozilla Firefox, navigate to <https://train.trc.eku.edu/pcwcp>
2. **Read all instructions and watch the account creation tutorial!**
3. Fill out all fields completely.
 - a. Your username should be all lowercase letters in the format of "cwfirstname.lastname." For instance my name is Monica Hines so my username would be "cwmonica.hines" (If it is not formatted correctly, the system will reject it).
 - b. Do not create multiple accounts.
 - c. It could take up to 15 minutes to receive your temporary password.
 - d. **If you received an email welcoming you to the PCWCP program with instructions on a TRIS account creation, you do not need to create a new account proceed to step 4!**
 - e. **Use you University email address.**
4. You will receive (2) separate emails. The first email will confirm your account creation and the second email will provide you with your username and a temporary password to use when you log into Moodle for the first time.

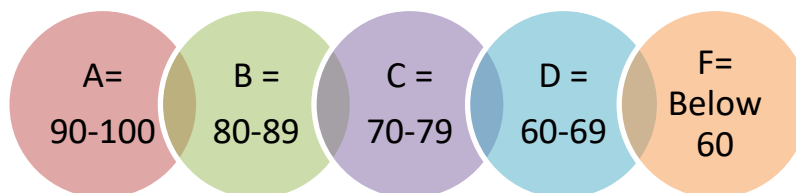
5. When you receive the second email (you will only receive an email if you have created an account in steps 1-3) navigate to the course by entering <https://learn.trc.eku.edu/moodle/course/view.php?id=638> in your web browser. If you already have a TRIS account, simply navigate to the link.
6. You will first be prompted to create a new password (only if you are creating an account for the first time).
7. You will then be prompted to enter your enrollment key. Your key is **WKUFall21#**. This key must be entered exactly as written, including case sensitivity and special characters.
8. You will then be redirected to the course.
9. The next time you log in you can simply go to <https://learn.trc.eku.edu/moodle> and the course will be in your dashboard.

If you run into any issues along the way, feel free to use the helpdesk button located on the Moodle site.

Evaluation



Grading Scale



Participation & Attendance

Attendance, homework (including quizzes/exams), and class participation are required.

Students who have three or more absences cannot complete the course as required by the Department of Social Work. Students are responsible for obtaining missed material when they are absent.

Required Text:

Kaufman, J. (2016). Broken three times: a story of child abuse in America. Oxford University Press.

Royce, D., Griffiths, A., (2020). Child Welfare and Protection: An Introduction. Cognella Academic.

Supplemental Text:

American Psychological Association. (2020) Publication manual of the American Psychological Association (7th ed.), <https://doi.org/10.1037/0000165-000>

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Mask Mandate

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](#) (voice), [270-745-3030](#) (TTY), or [270-288-0597](#) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The

baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

ACADEMIC INTEGRITY

The WKU Undergraduate Catalog (2020-2021) provides the following policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Types of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the [Student Accessibility Resource Center \(SARC\)](https://www.wku.edu/sarc/) (<https://www.wku.edu/sarc/>) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at

sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Learning Assistance at WKU

[The Learning Center \(TLC\)](#) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website at <http://www.wku.edu/tlc/> to find out more. The Glasgow campus also has a Resource Center.

On the Bowling Green campus, students are also encouraged to make use of the [Writing Center](#) located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

The Learning Center Peer Tutoring Services

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>

and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you

would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.