

**DEPARTMENT OF SOCIAL WORK  
WESTERN KENTUCKY UNIVERSITY**

<b>CHILD MALTREATMENT 450-700</b>	
<b>Professor:</b> Monica Hines, MSW <b>Email:</b> <a href="mailto:monica.hines@wku.edu">monica.hines@wku.edu</a> <b>Phone:</b> 270-745-2523 <b>Fax:</b> 270-745-6841 <b>Office:</b> AC 101-B	<b>Office Hours: (In-Person/Zoom Option Available)</b> Monday: 10:00 a.m. – 4:00 p.m. Wednesday: 1:00 p.m. – 3:00 p.m. (Zoom Only) Thursday: 11:30 a.m. – 1:00 p.m. Email to Schedule an Appointment
<b>Class Meeting Times/Dates:</b> Wednesday Nights 5:30 p.m.- 8:15 p.m. <b>Fall 2023 Semester:</b> Monday, August 21, 2023, through Friday, December 7, 2023 <b>Zoom Link for Online Students:</b>	

**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.

**Textbooks:**

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

Royse, 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>.

**Course Student Learning Outcomes, Activities, and Measures (CSWE Practice Behaviors):**

Student outcomes will be based on the 2015 Council of Social Work Education (CSWE) Competencies. Compliance of the 2015 competencies meets the CSWE accreditation requirements. Western Kentucky University's Social Work program is an accredited program as certified by CSWE.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

At the successful completion of the SWRK 450 course the student will be able to meet the following CSWE EPAS criteria:

Competencies	Course Content	Dimensions	Measures
<p>1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	History of child protection.	Knowledge, Skills, Values.	Exam 1. Case study on ethics and self-care. Self-care vision board. Writing assignment 1.
<p>2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Understanding court proceedings at it relates to youth. Considering future policies and procedures. Learning about diversity within child protection. Developing self-care and self-awareness understanding and techniques.</p>	Knowledge, Skills, Values	Exam 2. Writing assignment II.

3.2 engage in practices that advance social, economic, and environmental justice.	Learning to work as a member of a child protection team. Understanding cognitive functioning and effects on child maltreatment. Developing individualized treatment plans. Considering future needs of the community and child protection workers.	Knowledge, Skills, Values	Exam 1. Writing assignment II.
5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.  5.2 assess how social welfare and economic policies impact the delivery of and access to social services	Gaining knowledge of child maltreatment and the process for standard order of practice.  Understanding of court proceedings. Consider future policies and practice within child welfare.	Knowledge, Skills, Values	Exam 2.
6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Developing treatment plans and goals individualized. Working as a member of a child development team. Conducting child abuse / neglect investigations.	Knowledge, Skills, Values,	Exam 1. Exam 2. Writing assignment II.
7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;  7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Gaining knowledge of child maltreatment and the process for standard order of practice. Making referrals and reporting child maltreatment. Developing individualized treatment plans.	Knowledge, Skills, Values,	Exam 1. Exam 2. Writing assignment II.

<p>8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<p>Developing individualized treatment plans based on the standard order of practice.</p> <p>Understanding cognitive functioning and the effect on child maltreatment.</p> <p>Working as a member of a child protection team.</p> <p>Case planning.</p> <p>Understanding the needs of youth in the juvenile justice system. Developing individualized treatment plans.</p>	<p>Knowledge, Skills, Values,</p>	<p>Exam 1. Exam 2. Writing assignment II.</p>
<p>9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes;</p>	<p>Case planning with the family.</p> <p>Developing individualized goals and treatment plans.</p>	<p>Knowledge, Skills, Values,</p>	<p>Exam 1. Exam 2. Writing assignment II.</p>

### **Inclusion Statement:**

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this semester you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

### **Student Outcomes/Course Objectives**

After successful completion of SWRK 450, students will be able to:

- Apply critical thinking skills within the practice of social work within the scope of Protection and Permanency.
- Utilize the professional use of self, the application of social work skills, values, and ethics within the practice of social work in Protection and Permanency.
- Demonstrate the necessary skills for assessing child maltreatment and family functioning within the societal structure; and provide specific attention to the impact of societal and economic injustice on development and functioning of families. Identify the socio-cultural factors that impact bio-psychosocial functioning and enhance or limit human potential.
- Demonstrate the ability to assess, analyze, and evaluate the social work process with families, using specific emphasis on diversity issues and present intervention skills that allow for effective implementation of the plan for change.
- Utilize the evaluative dimension of social work practice with families and groups.
- Apply an understanding of the dynamics of oppression and, and their impact on the functioning of families to develop strategies for change that promote social and economic justice.
- Identify the potential for stress, burnout, and interpersonal difficulties.

#### Course Expectations:

- Students are expected to attend class prepared with readings and assignments completed when due and enter class discussions appropriately.
- Students are expected to be timely to all classes.
- Points will be deducted for late assignments.
- 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.

#### Course Outline by Week:

Week	Topic	Readings	Due Dates & Assignments
<b>Week 1</b> <b>08.21.23</b>	Introductions  Self-Care Activity		
<b>Week 2</b> <b>08.28.23</b>	The Maltreatment of Children from a Historical Perspective Self-Care Activity	Chapter 1 (Royse)	
<b>Week 3</b> <b>09.04.23</b>	Working on a Child Protection Team: - Referrals, Reporting & Legal Mandates  Self-Care Activity	Chapter 11 (Royse) - pp. 195- 228  Preface - Chapter 2 (Kaufman)	<b><u>SOPS to Review Before Class:</u></b> <a href="#"><u>SOP 1.5 Supervision &amp; Consultation</u></a>  <a href="#"><u>SOP 1.9 Working with Service Providers</u></a>  <b>Due:</b> <b>Sunday, 09/10: Broken 3 Times</b> <b>Part I (Preface – Chapter 2)</b>
<b>Week 4</b> <b>09.11.23</b>	Child Maltreatment Part I	Chapter 2 (Royse) - pp. 19-28	<b>Due:</b>

	Self-Care Activity	Chapters 3 – 4 (Kaufman)	<b>Sunday, 09/17: Broken 3 Times Part II (Chapter 3 – 4)</b>
<b>Week 5</b> <b>09.18.23</b>	Child Maltreatment Part II	Chapter 2 (Royse) - pp. 28 -38; pp. 167-168	<b>Due:</b> <b>Sunday, 09/24: Broken 3 Times Part III (Chapter 5 – 6)</b>
	Self-Care Activity	Chapters 5 – 6 (Kaufman)	
<b>Week 6</b> <b>09.25.23</b>	Examining the Causes of Child Maltreatment Part I	Chapter 3 (Royse) - pp. 40 - 56  Chapters 7 – 8 (Kaufman)	<b>Watch Video Before Class:</b> - <a href="#">Human Trafficking and Child Exploitation</a> - <a href="#">Tools That Teach: What is Human Trafficking?</a> - <a href="#">A Survivor Story: Holly Austin Smith</a>
	Self-Care Activity		
<b>Week 7</b> <b>10.02.23</b>	<b>Fall Break</b> <b>Monday, October 2 – Tuesday, October 3, 2023</b>		
<b>Week 8</b> <b>10.09.23</b>	Examining the Causes of Child Maltreatment Part II	Chapter 3 (Royse) - Review all previous reading assignments (Royse)  Chapter 9 – 10 (Kaufman)	<b>Due:</b> <b>Sunday, 10/1: Exam #1: Covers Royse Chapters 1-3, 11</b>
	Self-Care Activity	Review for Exam #1	
<b>Week 9</b> <b>10.16.23</b>	Investigations: The Child Abuse/Neglect – Investigator's Role	Chapter 4 (Royse)  Chapters 11 – 14 (Kaufman)	<b>Due:</b> <b>Sunday, 10/15: Broken 3 Times Part IV (Chapter 7- 10)</b>
	Self-Care Activity		
<b>Week 10</b> <b>10.23.23</b>	Ongoing Services	Chapter 5 (Royse)  Child Protective Services: A <i>Guide for Caseworkers</i> (2018) Chapter 4, 9 and 12  Handouts: - <a href="#">Challenges in Living</a> - <a href="#">DPP – 1281 In-Home Case Plan</a> - <a href="#">CPS Prevention Plan</a> - <a href="#">Caseworker Visit Template</a> - <a href="#">Some Practice Considerations for Child Protection Cases Involving Domestic Violence</a>	
	Self-Care Activity		

<b>Week 11</b> <b>10.30.23</b>	Court Proceedings  Self-Care Activity	Chapter 8 (Royse)	<b>Due:</b> <b>Sunday, 10/29:</b> <b>Writing Assignment #2 – Rubric</b> <b>Broken 3 Times Final Paper</b> <b>(Kaufman)</b>
<b>Week 12</b> <b>11.06.23</b>	Permanency: The Worker's Role  Self-Care Activity	Chapter 6 (Royse)  Handouts: - <a href="#">KRS 620.140 Dispositional Alternatives</a> - <a href="#">Moving Through Family/Juvenile Court</a> - <a href="#">Permanency Goals</a>	
<b>Week 13</b> <b>11.13.23</b>	Future Considerations  Self-Care Activity	Chapter 7 (Royse)	<b>Due:</b> <b>Sunday, 11/13: Self-Care Presentations</b>
<b>Week 14</b> <b>11.20.23</b>	<b>Thanksgiving Break</b>  <b>Wednesday, November 22, 2023 – Friday, November 24, 2023</b>		
<b>Week 15</b> <b>11.27.23</b>	<b>Self-Care Presentations (In Class)</b>		
<b>Week 16</b> <b>12.04.23</b>	<b>Final Exams</b>	Review Material and Readings [Chapters 4, 5, 6, 7 and 8 (Royse)] from Weeks 8-14	<b>Due:</b> <b>Wednesday, 12/06: Final Exam</b>

### Teaching Methods:

Course delivery will be WKU Blackboard and will use a web-based system. Teaching methods include lectures, guest speakers, large and small group discussion, and readings. All class material and assessments are located on WKU's Blackboard eLearning Platform site.

### Course Evaluation:

Exam 1	15%
Exam 2	15%
Written Assignment 1	25%
Written Assignment 2	25%
Self-Care Project	10%
Participation	10%

- Please note that all PCWCP Students must obtain a B or higher in this course.

## Grading Scale:



## Description of Course Assignments

### I. Exams

Two exams will be developed for this course. Exams will be administered on weeks 2-7 and weeks 8-13.

#### Exam 1:

Week 2: History of Child Protection

Week 3: Working on a Child Protection Team - Referral, Reporting, & Legal Mandates

Week 4&5: Child Maltreatment

Week 6&7: Examining the Causes of Child Maltreatment

#### Final Exam:

Week 8: Investigations: Child Abuse & Neglect Investigator Role

Week 9: Ongoing Services

Week 11: Court Proceedings

Week 12: Permanency

Week 13: Future Considerations

### II. Written Assignments:

#### I. Written Assignment I: Broken Three Times – Parts I, II, III, & IV

##### Assignment Instructions:

##### **Part I: Preface - Chapter 2 (Due on Sunday, September 10, 2023)**

1. What is trauma-informed child welfare practice? How could we use a trauma informed model with Maria and children?
2. How might Maria's past have influenced her parenting?
3. What concerns you about this household as it relates to the potential for child maltreatment (risk factors). What strengths can you find in the family so far?
4. What services might you have suggested and what barriers might Maria encounter to fulfill your suggestions?
5. Do you support differential response and why?

##### **Part II: Chapters 3 & 4 (Due on Sunday, September 17, 2023)**

1. What missed opportunities were there that might have helped prevent this outcome?
2. What systemic issues do you see when other problems are uncovered?
3. What were the disruptions (secondary adversities) to the children's lives when they were removed from their home?
4. What are some of the dynamics around domestic violence? What are some effects?



5. How does domestic violence effect of children? What would you look for in children's behaviors?

**Part III: Chapters 5 & 6 (Due Sunday, September 24, 2023)**

1. How is this problem more than just maltreatment?
2. How were the needs of the children taken into account when making placement decisions?
3. Does reducing poverty minimize risk for child abuse? Why or why not.
4. What other resources would reduce the risk for multiple placements?
5. What would you propose as solutions to the disproportion and disparities in child welfare? Discuss at least 2 ideas.

**Part IV – Chapters 7 – 10 (Due Sunday, October 15, 2023)**

1. How were the needs of the children taken into account around placement decisions? What other resources would reduce the risk for multiple placements?
2. What are some of the pre-disposing factors does the family have that may have increased the risk of child sex abuse?
3. What are some impacts we are seeing as to the children witnessing DV and experiencing abuse? Are there indicators of other abuse?
4. How are children in foster care at risk for medical and mental health issues? Discuss any concerns you may have about Sylar and Samya's physical and mental health.
5. What services would you offer to Maria so far? What about the children?

**II. Written Assignment II: Broken Three Times Final Paper – 25%**

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

**Assignment Instructions:**

1. Identify and discuss the strengths and everyday life events of the family (Maria, Sylar, and Samaya). Discuss how the strengths did or could have protected Sylar and Samaya and other family members. **(10 points)**
2. Discuss in detail 2 cultural aspects that might have influenced the strengths found in any of these families. **(10 points)**
3. Discuss fully at least 1 incident of child maltreatment and/or family violence that occurred within the home, foster homes, and group homes **for each child**. Be sure to include the events leading up to the incident, additional context needed to understand the dynamic, underlying causes and risk, safety and protective factors involved at the time. **(10 points)**
  - a. Identify and discuss indicators (physical or behavioral) for the maltreatment indicated in #3 that Samaya and Sylar experienced. Remember, indicators are what you would see or observe in a child or adult victim that would cause you to suspect or believe they are maltreated. **(10 points)**
4. Pick one of the foster families or group homes that Samaya and Sylar were placed and answer the following questions:
  - o Identify and discuss at least three family dynamics that were present within the foster family or group home. Remember, dynamics are situations in a

- family or parents' background that would make it likely that maltreatment would occur. **(10 points)**
- Identify and discuss at least three effects maltreatment had on Samaya's and Sylar's development and discuss how the maltreatment impacted both children's life choices. **(10 points)**
- Discuss in detail 2 cultural practices that might have influenced the identified unsafe parenting practices found. **(15 points)**
- 5. Reflect on the book as a whole. Discuss your impressions and thoughts. What conclusions do you draw from Samaya and Sylar's story and how would you have practiced culturally competent social work with this family? How will this story impact your professional practices? **(20 points)**

#### **Additional Guidelines:**

- The writing assignment should be at least 6-8 full (not including title and reference page), double-spaced pages using APA 7<sup>th</sup> edition format.
- Writing should be clear, well-organized.
- Spelling and grammar should be accurate. Margins 1" and Times New Roman 12-point font.

**\*\*A minimum of 3 in text citations/references required. (In addition to class readings, handouts, PowerPoint presentations, at least one should come from a professional journal). (5 points)**

### **III. Self-Care Project & Presentation**

Over the course of the semester, students will prepare self-care vision boards. Each week, instructors will have an activity to discuss with students at the end of class. Weekly self-care activities will assist the students with their vision boards. Throughout the semester, students will create their own vision boards of how they plan to implement self-care tasks for the present, future, and during emergencies. Vision boards may be completed in CANVA, Pinterest, or poster board. Students will then present their self-care vision boards to the class in Week 14 or Week 15 (depending on University Schedule and Thanksgiving Break). A rubric will be created to ensure students discuss their self-care plan vision boards with the focus of implementing their vision boards during school, once employment has been fulfilled, preparing for emergencies, avoiding burnout, etc.

### **Professionalism and Performance Expectations**

1. Attendance is required in this course. This course is discussion-focused, and this objective cannot be achieved without consistent attendance. Attendance is taken at each class session. The instructor does not differentiate between "excused" and "unexcused" absences; therefore, students are not required to provide the instructor with any formal absence excuses or documentation. Students are allowed to miss one class without penalty. Absences subsequent to the second absence result in a 5-point deduction from the final grade for the course. If students are absent on a day when a take-home assignment is given to students, students are responsible for obtaining the assignment from a colleague. Students missing 2 or more class sessions will automatically receive an "F" for the course. The "FN" grade (failure due to

nonattendance) is given for students who do not officially withdraw from a course, but who stop attending PRIOR to or on the 60% point of the semester.

2. Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade. Generally, two incidences of arriving late or leaving early results in a 2-point deduction from the final grade for the course.
3. Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes not talking out-of-turn and not monopolizing the discussion. Reading magazines and whispering/talking to others is not appropriate in class.
4. Turn off all electronic communication devices during class discussions, e.g. cell phones. Students may use laptop computers and iPads/tablets for taking notes and course related activities – students are NOT to be checking email, social media, and other non-course related activities during class sessions. If a student is on-call related to their employment during the class time, the student informs the instructor before each class session.
5. Students are not to consume meals during the class session. A beverage and small snack is acceptable but no full meals, such as a burger and fries, pizza, etc.
6. Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
7. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is written at the college level. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality.
8. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook <http://wku.edu/handbook/>). These behaviors result in a zero for the assignment/exam and/or failure for the course. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.
9. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not be accepted any later than 5 days after the assignment is due. Most of the assignments are submitted on Blackboard.
10. An exam may only be taken once and there are no makeup exams. All exams are given on Moodle. Exams are taken individually and not as a group.
11. Fulfilling these Professionalism and Performance Expectations will be reflected in the Professionalism grade.

### **ChatGPT and Generative AI Statement at WKU**

AI tools prohibited:

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).

### **Regular and Substantive Interaction (Online Courses Only)**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Availability for synchronous sessions with faculty and students during office hours,
- Faculty participation in discussion boards,
- Weekly announcements,
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.

### **Academic Integrity**

[The Undergraduate Catalog \(2022-2023\)](#) provides the following information in the section on Student Conduct Policies.

### **Student Conduct Policies**

#### ***Conduct Authority***

Ultimate authority to govern student conduct rests with the University's Board of Regents. The Board of Regents has delegated authority to the President. Subsequently, the University President grants authority to the Vice President for Enrollment and Student Experience to assume responsibility to oversee execution of the Code of Student Conduct. When appropriate, the Vice President for Enrollment and Student Experience may delegate conduct authority to additional University officials and committees in keeping with university policies, rules, and regulations.

### ***University's Scope Governing Conduct***

The University's scope to address student conduct extends to on-campus and off-campus settings. Additionally, jurisdiction to address student conduct extends to organizations, covers person-to-person interface, and interactions that occur electronically.

### ***Purpose of the Code of Student Conduct***

WKU developed the Code of Student Conduct to fulfill its mission, to ensure an environment conducive to learning, to establish high standards of integrity and conduct, and to safeguard students' personal freedoms. These personal freedoms imply particular student rights and responsibilities. For more on Student Rights and Responsibilities, please visit: <https://www.wku.edu/studentconduct/>

### ***Violations of Law and the Code of Student Conduct***

Students who violate federal, state, or local laws may incur penalties prescribed by civil and criminal authorities. Nevertheless, the University reserves the right to review student incidents independent of action by civil and criminal authorities and to apply the University student conduct process as it serves the educational mission of WKU, a function separate and distinct from civil and criminal proceedings.

Academic freedom, constructive criticism, and due process of law depend upon civility of behavior by all members of the University community towards all other persons in all circumstances. The University will not tolerate the use or threat of force, violence, coercion, intimidation, obstruction, duress or disruption by any individual or group. Members of the University community found to be participants in such activities will be subject to immediate disciplinary action. Likewise, appropriate measures will be taken to stop and correct such activities by any non-member of the University community, whatever may be the claimed basis for his/her/their presence on the campus.

Following procedures of due process, if the WKU Code of Student Conduct is violated, the responsible parties will go through the University's disciplinary process, which is intended to be a fair and educational experience. Although a student accused of academic or nonacademic misconduct will be granted every consideration, if actions and behaviors of the student are duly found to be detrimental to the University mission, function, property, or wellbeing, the University will apply an appropriate disciplinary outcome.

Any WKU student may be expelled, suspended, placed on probation, or given a lesser outcome for one or more violations of the Code of Student Conduct. The Code can be found at [www.wku.edu/studentconduct](http://www.wku.edu/studentconduct).

### ***Academic Misconduct***

The University expects students to operate with the highest standards of integrity in all facets of the collegiate experience. Broadly defined, academic misconduct is any unethical self-serving action in the performance of academic work, deliberate or unintentional, that affords a student an unfair, unearned, or undeserved advantage.

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 will be held accountable for violation of the Code of Student Conduct.

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

For more information on Academic Misconduct, visit: [www.wku.edu/studentconduct](http://www.wku.edu/studentconduct)

### ***Conduct Actions/Outcomes for Violations of the Code of Student Conduct***

Following procedures of due process, when a student is accused of academic or nonacademic misconduct, the alleged policy violator will be required to go through the University's Student Conduct process. Students are presumed Not Responsible until the institution has established every element of the alleged violation; however, this shall not be construed to mean that the complaint or any witness(es) has presented false testimony or evidence. The following list describes University outcomes that may be administered as a result of violating the WKU Code of Student Conduct. A student accused of an alleged violation of the Code of Student Conduct will have the opportunity to review accusations, review any information, and will be able to provide a response. Outcomes may be used independently or in combination depending on the particular circumstance of the violation. Chronic and/or multiple violations during the course of an individual student's college career may increase the severity of outcomes applied. The Office of the Vice President for Enrollment and Student Experience, or designee, will make the determination whether allegations are sufficiently egregious to warrant consideration of suspension, dismissal, or expulsion. The following shall be factored into the decision-making process:

- a. The degree of willfulness or inadvertence;
- b. The degree of injury or risk of injury to the accused or to another person, if any;
- c. The extent of damage to property, if any;
- d. The danger or risk of danger to the University community, if any; and,
- e. Any other factor or circumstance bearing reasonably upon mitigation or aggravation or the seriousness of the alleged offense should it be established as a violation

For a list of actions/outcomes and their definitions, visit: [www.wku.edu/studentconduct](http://www.wku.edu/studentconduct).

### **Policy on Parental/Guardian Notification**

Western Kentucky University is committed to student health and well-being. As a result, the University is concerned about the effect of alcohol and other drugs on the educational process. The Policy on Parental/Guardian Notification is designed to assist parents in developing a partnership with their student and the University to address behaviors that detract from the educational purpose. The University will notify parents or guardians of dependent students for behaviors associated with The Code of Student Conduct under the following conditions:

1. Any violation of the University Alcohol Policy
2. Any violation of the University Drug Policy
3. The student (under 21) was arrested by University Police in connection with a violation of the Alcohol or Drug Policy, or for DUI, public intoxication, Minor in Possession of any other drug or alcohol-related incident resulting in citation or arrest
4. The student received medical assistance due to incapacitation, suspected incapacitation, or self-injury

The Family Education Rights and Privacy Act (FERPA) allows the disclosure of specific information concerning the use or possession of alcohol or a controlled substance by students under the age of 21.

The goal of parental/guardian notification is to enlist parental/guardian support for fostering more appropriate student behavior to create a safer community environment and reduce the negative impacts of substance abuse.

### ***Tailgating Policy and Procedures***

Western Kentucky University encourages an enjoyable experience during tailgating visits to campus. During WKU events and activities, safety is our primary concern. This Tailgating Policy is designed to enhance safety and comfort and should result in an environment free of the abuse or illegal use of alcohol or illegal substances. The university condemns any act related to the consumption of alcohol or illegal substances that impairs, interferes, or endangers the safety or enjoyment of others, including the individual who chooses to consume alcohol or illegal drugs. This policy looks to preserve the academic environment without necessarily restricting other freedoms.

For more information regarding tailgating at WKU, visit: [www.wku.edu/studentconduct](http://www.wku.edu/studentconduct)

### ***Policy for Supporting Students in Distress***

The intent of the following policies, procedures, and definitions is to support an appropriate living and learning environment at Western Kentucky University for faculty, staff, and students. Incidents of disruptive behavior, brought on by student distress, will be assessed and a standard of care exercised to both assist the student in distress and to mitigate the ramifications of the distressing behavior on the University community.

### ***Campus Partners Team***

The Campus Partners Team (CPT) is a collaborative multidisciplinary team operating under the auspices of the Office of the Vice President for Enrollment and Student Engagement. The team is charged with providing a layer of support for students exhibiting behaviors that instigate concern or imminently reckless behavior. Additionally, the team works jointly to educate the University community on prevention strategies to disrupt the risk of threatening situations. Using a case management theoretical framework, the CPT assesses student behavior, links students to campus and community resources, determines reasonable interventions, determines reasonable modifications to the learning environment when appropriate, and develops and implements a coordinated standard of care plan for students. The Team meets bi-weekly to review referrals from faculty, staff, and students' exhibiting behavioral concerns. The CPT consists of the following offices:

- Office of the Dean of Students
- Office of Student Conduct
- Advising & Career Development Center
- Student Accessibility Resource Center
- University Police Department
- International Student Office
- Counseling Center
- Housing and Residence Life

### ***Confidentiality and the Family Educational Rights and Privacy Act (FERPA)***

The Family Educational Rights and Privacy Act (FERPA) affords privacy protections for educational records without students' express written consent. However, specific exceptions can be made between faculty and staff when necessary to protect the health or safety of the student and others. Therefore, faculty, staff, and students may report concerns about students' behaviors to the CPT without violating FERPA provisions.

### **Academic Support**

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

#### **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) 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](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

#### **The WKU Writing Center**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the web site of [The Writing Center](#) for making online or face-to-face appointments [writingcenter@wku.edu](mailto:writingcenter@wku.edu) (also listed on the website) for help scheduling an appointment.

#### **THE LEARNING CENTER (TLC)**

The Learning Center (TLC) provides free tutoring to all undergraduate students at WKU. We promote academic success by helping students develop study skills and gain confidence as self-directed learners. We provide tutoring options that best fit your individual needs.

#### **Tutoring Hours:**

Monday – Thursday: 8:00 a.m. – 9:00 p.m.

Friday: 8:00 a.m. – 4:30 p.m.

#### **Study Lounge Hours:**

- Monday - Thursday: 7:00 a.m. – 10:00 p.m.
- Friday: 7:00 a.m. – 9:00 p.m.
- Saturday: 8:00 a.m. – 9:00 p.m.
- Sunday: 10:00 a.m. – 10:00 p.m.

#### **Contact Information:**



[tlc@wku.edu](mailto:tlc@wku.edu)

270-745-5065

Downing Student Union (DSU) 1082

1906 College Heights Blvd. #11052

Bowling Green, KY 42101 - 1052

#### OFF CAMPUS LIBRARY SUPPORT

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: [http://www.wku.edu/library/dlps/ext\\_camp.htm](http://www.wku.edu/library/dlps/ext_camp.htm). Turn-around time can be anywhere from a few days to two weeks, so plan ahead

#### Regional Campus Library Support

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: [http://www.wku.edu/library/dlps/extended\\_campus/index.php](http://www.wku.edu/library/dlps/extended_campus/index.php). Turnaround time can be anywhere from a few days to two weeks, so plan ahead.

#### Registration Dates

Registration information, including the dates for dropping/adding a course, is located on the Registration Guide at: [https://www.wku.edu/registrar/regguide\\_spring\\_2021\\_revised.pdf](https://www.wku.edu/registrar/regguide_spring_2021_revised.pdf)

#### Disclaimer

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

### **Appendix**

#### **Council on Social Work Education (CSWE)**

#### **2015 Educational Policy and Accreditation Standards (EPAS)**

#### **Core Competencies**

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

## **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate

oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

#### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

#### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

#### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how

their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.