Course Description: Study of the social worker’s role and interventions with victims of child abuse and their family members.

The overall objective of this course is help students develop an understanding of the various forms of child abuse, identify the underlying causes of this multifaceted problem, and to appropriately identify the types of services that will benefit maltreated children and their families. Throughout the course, students will utilize critical thinking skills necessary for understanding the complex nature of this problem and will appreciate how child abuse affects the child client as well as the family system. Students will develop an understanding of the social worker's reciprocal role (with other helping agencies and community resources) in community-based clinical practice with abused children and their families.

Students will explore the importance of promoting social and economic justice for children and learn to empower children and their parents throughout the helping process. The understanding and application of social work values, confidentiality, diversity (cultural, ethnic, racial, religious) issues, and the integration of ethics in the identification and treatment of abused children and adolescents will be addressed.

Course Learning Objectives: By the end of the term, students should be able to:
1. Discuss the history of child abuse and neglect.
2. Identify the different types of child abuse and the physical, behavioral, and emotional indicators for each.
3. Assess the family dynamics of abusive families.
4. Describe how child maltreatment affects child development and eventually affects adult development and functioning.
5. Identify and describe the basic laws and the judicial process related to child abuse and neglect cases.
6. Describe the basics of the reporting and investigative process for child abuse and neglect, including a multi-disciplinary approach.
7. Describe the role and responsibilities of protective services in child abuse cases.
8. Describe the scope of social work practice with abused children.
9. Identify the range of services to be considered when working with abused children and their families.
10. Identify culturally sensitive interventions during the reporting, investigation, and treatment phases.
11. Describe treatment and intervention alternatives.
12. Evaluate interventions and outcomes in given case situations.
13. Understand the role of case management in child abuse cases.
14. Formulate strategies to prevent child abuse.
15. Describe the integration of diversity issues when assessing and treating abused children and their families.
**Required Reading:**

2. Reserve readings where indicated on the Course Outline and Schedule are required reading for all students. Copies of required reserve readings are available in a binder at the main UCF library and as electronic reserve readings through the UCF library website. From the [http://library.ucf.edu](http://library.ucf.edu) under "UCF Library Catalog," click on "Course Reserves" and then search by instructor name or course number for the electronic reserve readings for this course.

To access the library's resources from off-campus, use the EZProxy login, which is found on many of the library's web pages including the "Ask a Librarian" page. Enter your activated library ID number in the EZProxy login box, and then click "Yes" to accept the Security Alerts. You will then be redirected to the library's homepage to begin your search. For questions about using EZProxy access, stop at the library reference desk or contact the Ask a Librarian Reference Service at 407-823-2562 or toll-free at 1-866-271-7589.

**Evaluation of Learning and Grading:** The final course grade will be based on the following assignments:

1. **Paper or Presentation – 35%**
   Students are to choose a topic related to some aspect of child abuse. As this paper is only 8-10 pages and presentation is only 30 minutes in length, students will need to narrow their focus. Some examples of topics may include characteristics or factors contributing to specific abusive behaviors; long-term consequences of abuse; the relationship between child abuse and another problem (such as delinquency, substance use, mental illness); or an analysis of services or interventions for some aspect of child maltreatment. The instructor will provide additional topic ideas and specific guidelines for this assignment during class.

2. **Case Analysis – 15%**
   The case analysis is intended to engage the student in the critical thinking process with respect to identification of problem issues; family structure, needs, and risk factors; child and family strengths; and problem-solving strategies that a social worker might use. The case is to be analyzed using a systems perspective. The instructor will provide additional topic ideas and specific guidelines for this assignment during class.

3. **Exams – Midterm 25%, Final 25%**
   Exams will consist of some combination of multiple choice, true/false, and short answer questions. Material to be tested includes readings (even if not directly covered in class), discussions, and lectures.

4. **Attendance and Participation:**
   Professional functioning typically involves collegial sharing and peer support. By being present in class, students develop a commitment to, and a skill in, mutual problem solving and teamwork. For these reasons, class attendance is mandatory. Students who miss 3 or more classes for any reason will automatically lose 10 percent from their final course grade. There will be no opportunities to make up absences. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Additionally, unscheduled quizzes may be given at the instructor’s discretion to ensure students are coming to class prepared for discussion by completing assigned readings prior to class.
### Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>1/17/05</td>
<td>MLK Jr. Day – NO CLASS</td>
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<tr>
<td>1/31/05</td>
<td>Session 4 Paper/Presentation Proposal Due</td>
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<tr>
<td>2/21/05</td>
<td>Session 7 Midterm Exam</td>
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<td>3/7/05</td>
<td>Session 9 Paper/Presentation Peer Review – During class</td>
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<td>3/14/05</td>
<td>Spring Break – NO CLASS</td>
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<tr>
<td>3/21/05</td>
<td>Session 10 Case Analysis Due</td>
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<td>3/28-4/25/05</td>
<td>Sessions 11-15 Presentations</td>
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<td>4/4/05</td>
<td>Session 12 Papers Due</td>
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<tr>
<td>5/2/05</td>
<td>Finals Week Final Exam</td>
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### Grades:
Achievement of learning objectives will be measured as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100 (4.0)</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>84-86 (3.00)</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>74-76 (2.00)</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>64-66 (1.00)</td>
<td>1.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-94 (3.75)</td>
<td>3.75</td>
</tr>
<tr>
<td>B-</td>
<td>80-83 (2.75)</td>
<td>2.75</td>
</tr>
<tr>
<td>C-</td>
<td>70-73 (1.75)</td>
<td>1.75</td>
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<tr>
<td>D-</td>
<td>60-63 (.75)</td>
<td>.75</td>
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<tr>
<td>F</td>
<td>59 or less (0.00)</td>
<td>0.00</td>
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### Teaching Methods:
The objective of this course will be achieved through a variety of methods.

1. The instructor will provide didactic content through lectures.
2. Students will present materials from their own cases and experiences during class discussions.
3. Students will role-play throughout the semester.
4. Videotapes and guest lecturers will be used where appropriate.

### Course and Classroom Policies:
In addition to the information below, please see the School of Work Student Handbook and The Golden Rule Handbook for UCF Students for policies for all Social Work classes.

#### Attendance and Participation:
Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments prior to class); it is also expected that students will be attentive and respectful in class (e.g., no off-task behavior, no talking among themselves). Prompt attendance, participation, and classroom behavior will all be taken into consideration in determining the student’s score for Attendance/Class Participation (see Evaluation of Learning and Grading). Furthermore, make-up exams will be given ONLY in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme.

#### Written Assignments:
Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments. All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached Monday-Thursday 9am-4pm, Friday 8am-3pm and Sunday 2-6pm at (407) 823-2197 or [http://www.uwc.ucf.edu/](http://www.uwc.ucf.edu/).

#### Late Assignments:
All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor’s mailbox before class starts on the due date. It is the student’s
responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor’s mailbox. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. Late assignments will lose 5 points for each week that they are late unless the student gained prior approval from the instructor. No assignment will be accepted after the last day of class. It is the student’s responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades: In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity: Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, including not acknowledging sources of information appropriately and in accordance with APA guidelines, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment and may also receive a failing grade for the course. Students who observe others violate this policy are expected to report this to the instructor.

Student Disability Services: UCF and the School of Social Work are committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, (407) 823-2371, TTY/TDD only (407) 823-2116, before requesting accommodations from the instructor.

Instructor Office Hours: The instructor is available to meet with students during the office hours listed on this syllabus (also posted on the instructor’s door) and by appointment. The instructor can be contacted by phone or email with the contacts listed at the top of the syllabus. Please include “SOW 5655” in the message line of your email, as I do not open emails from addresses I do not recognize. It is the student’s responsibility to initiate contact with the instructor about due date extensions or other concerns.

This syllabus is not a legal document. Typographical and other errors may be present. In addition, the instructor reserves the right to adjust reading requirements, assignment due dates, and other expectations at her discretion. Any changes to the syllabus will be announced in class and/or via email.

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The UCF Creed
Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

<table>
<thead>
<tr>
<th>Integrity</th>
<th>I will practice and defend academic and personal honesty.</th>
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<tbody>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>
Course Outline and Schedule: All readings are from the required course text unless otherwise noted.

Session 1 – Course Introduction
Unit Learning Objectives:
1. Discuss course expectations
Content:
1. Discuss syllabus, course expectations, and assignments

Session 2 – Historical Views of Child Abuse and Neglect
Unit Learning Objectives:
1. Identify macro factors that have historically influenced the treatment of children
2. Describe the history of child abuse and neglect
Content:
1. Children as property and child labor
2. The history of child abuse and neglect
3. Child protective services today
Reading:
1. Chapter 1, “The Maltreatment of Children from a Historical Perspective,” pages 1-20

Sessions 3 & 4 – Child Maltreatment Overview
Unit Learning Objectives:
1. Identify the different types of child abuse and neglect and the physical and behavioral indicators for each
2. Assess the family dynamics of abusive families
Content:
1. Legal definitions of child abuse and neglect
2. Behavioral indicators of child abuse and neglect
3. The dynamics of abuse
4. Factors that contribute to the occurrence of abuse.
Readings:

Session 5 – Neglect of Children
Unit Learning Objectives:
1. Identify neglect, behavioral indicators, and causes
Content:
1. Understanding how child abuse affects child and adult development and functioning
2. Defining neglect
3. Causes of neglect
4. Interventions for neglect
Reading:

Session 6 – Physical and Emotional Abuse of Children
Unit Learning Objectives:
1. Identify physical abuse, behavioral indicators, and causes
2. Identify the emotional and psychological maltreatment of children
Content:
1. Physical and emotional abuse of children
2. Causes of physical and emotional abuse of children
3. The relationship between domestic violence and physical abuse
4. Trauma in physically and emotionally abused children and appropriate treatments
Readings:
4. Reserve readings as assigned in class

Session 7 – Midterm Exam (Sessions 1-6)

Sessions 8 and 9 – Sexual Abuse of Children
Unit Learning Objectives:
1. Identify sexual abuse, behavioral indicators, and causes
2. Identify incest and extrafamilial sexual abuse, misuse and exploitation
3. Identify the causes and the behavioral indicators of incest, emotional and psychological maltreatment of children

Content:
1. Defining incest and extrafamilial sexual abuse, misuse and exploitation of children
2. Causes of sexual abuse of children
3. Trauma in sexually abused children and appropriate treatments

Readings:
3. Chapter 8, “Extrafamilial Sexual Abuse, Misuse and Exploitation,” pages 180-208
5. Reserve readings as assigned in class

Session 10 – Adults Abused as Children
Unit Learning Objectives:

Content:
1. Defining incest and extrafamilial sexual abuse, misuse and exploitation of children
2. Causes of sexual abuse of children
3. Trauma in sexually abused children and appropriate treatments

Readings:
1. Chapter 17, “Adults Abused as Children,” pages 367-400
2. Reserve readings as assigned in class

Sessions 11 & 12 – Legal Aspects of Child Maltreatment
Unit Learning Objectives:
1. Identify and describe the basic laws and the judicial process related to child abuse and neglect cases.
2. Describe the basics of the reporting and investigative process for child abuse and neglect, including a multi-disciplinary approach.
3. Describe the role and responsibilities of protective services in child abuse cases.

Content:
1. Laws that govern child abuse in the State of Florida
2. An overview of the investigative and judicial process
3. The role of the protective services team

Readings:
Session 13 – The Foster Care System as an Intervention for Maltreated Children

Unit Learning Objectives:
1. Describe the scope of social work practice and services with abused children
2. Identify cultural considerations during the reporting, investigation, and treatment phases
3. Describe treatment and intervention alternatives
4. Evaluate interventions and outcomes in given case situations
5. Understand the role of case management in child abuse cases

Content:
1. The role of foster care
2. Services for the abused child and the family system
3. The importance of case management

Readings:
1. Chapter 15, “Foster Care as a Therapeutic Tool,” pages 340-349

Sessions 14 & 15 – Prevention of Child Abuse and Neglect

Unit Learning Objectives:
1. Identify strategies to prevent child abuse
2. Identify diversity issues when assessing and treating abused children and their families
3. Course review

Content:
1. Identifying prevention efforts in schools, families, and communities
2. Changes that need to occur in the helping system
3. The influence of diversity issues in the helping process with abused children and their families
4. Review course content and answer student questions

Readings:
1. Chapter 18, “Prevention,” pages 401-416
2. Chapter 19, “Toward a Better Tomorrow,” pages 417-429
3. Reserve readings as assigned in class

Finals Week – Final Exam (Sessions 8-15)

Monday, May 2, 2005, 7-9:50pm

Note: The final is held the same day of the week but not the same time as the class period.
Suggested Bibliography


