



| | |
|------------------|---|
| COURSE TITLE: | Practice Seminar in Child Welfare & Maltreatment: Assessment and Treatment |
| DIVISION NUMBER: | 778 |
| COURSE NUMBER: | 730 |
| CREDIT HOURS: | 3—per semester; total 6 hours |
| PREREQUISITES: | None |
| LOCATION: | Elective Methods |

1. Course Description:

This is a methods course intended to develop skills for child welfare practice, with special attention to child maltreatment. Students learn about the various contexts in which child welfare practice takes place and the skills and modalities that are used with children, youth, and families who are the focus of child welfare intervention. This course will prepare students to work with diverse client populations and will help them appreciate the imbalance of power between client and professional. Understanding the needs and responses of involuntary clients is an integral part of the course. Relevant evidence-based practices are taught and child welfare policies and practices are subjected to critical review. The first term will focus on assessment and the second on treatment.

2. Course Content:

This course will cover the following areas: 1) personal, professional, and societal responses to children at risk for maltreatment, 2) diversity in the child welfare population and skills for working with diverse client populations, 3) client issues and responses to child welfare intervention, including power differentials and involuntariness, 4) theories that explain child maltreatment and their social construction, 5) assessment strategies to be used with children and adults with child welfare issues, 6) interventions employed in the child welfare system and the evidence or lack thereof to support them, and 7) evidence-based treatment strategies used with traumatized children. This course will focus upon practice issues, especially poverty and parental problems in families in the United States, Canada, and Western Europe.

Students will be sensitized to their personal reaction to child maltreatment. They will be apprised of professional expectations, such as mandatory reporting of child maltreatment, and will learn about the general structure of service delivery to child welfare clients, which constitutes the context within which they will provide services to clients.

Sensitization to the roles of power and privilege of professionals as they relate to both children and their parents is an integral part of the course. In addition, the course will address the sometimes conflicting needs of children and families and legal system impact on child welfare practice, as assessment and the various methods of treatment are taught.

The diversity of child welfare populations, in terms of race, ethnicity, culture, class, and sexual orientation will be covered. Of particular focus is the over-representation of children of color and the differential response of the child welfare system based upon class. Students will be made aware of how differences between themselves and clients of child welfare services affect service delivery. These differences will include race, developmental status, economic status, education, gender, and physical well-being.

Client issues will include several concerns. First, students will become cognizant of different impacts and implications, depending upon who is defined as the client (e.g., the child, the parent(s), or the family). Second, students will learn to appreciate the impact of the involuntary nature of many social worker-client relationships in the child welfare system. How services are perceived by clients and how involuntariness affects choices in interventions will be examined.

The knowledge students will acquire about assessment will include evaluating children, adults, and families who are involved in the child welfare system, with attention to what children and families bring to the child welfare system from their diverse perspectives. Students will learn how to evaluate overall functioning, conduct developmental assessments, and make a determination about the likelihood of child maltreatment and other endangering behaviors. They will learn different models of assessment and the role of medical examinations and psychological testing in the evaluation process. They will also become acquainted with widely used assessment practices in child welfare, such as screening, risk assessment, and structured decision making. Existing evidence for their utility will

Students will learn about different approaches, such as cognitive behavioral, trauma focused, and multi-systemic theoretical frameworks and interventions. Social contextual factors that have led to a preference for these approaches will be addressed. Students will also learn about interventions, such as parenting instruction, parent aids, solution-focused therapy, intensive family preservation services, and wrap-around services as programmatic approaches with child welfare clients. Although the spectrum of intervention strategies used in the child welfare system is covered, attention is drawn to which ones are evidence-based.

Students will learn how to evaluate direct practice, for example, by using single subject design and standardized measures, such as the Child Behavior Checklist, the Child Sexual Behavior Inventory, the Trauma Symptom Checklist, and the Child Dissociation Scale. They will also become acquainted with outcome criteria employed in the child welfare system, for example, re-abuse of a child, re-referral to child protective services, and permanency. Finally, they will be given tools to critically evaluate programs, such as wrap-around services and parenting instruction.

3. Relationship of the Course to CSWE Competencies:

[Current Course Objectives Linked to CSWE EP 2.1 [Explicit Curriculum] Competencies and Advanced Practice Behaviors]

Upon completion of the course, students will be able to:

1. Understand the roles and responsibilities of social workers practicing in child welfare, including mandatory reporting of child maltreatment, multidisciplinary approaches to child maltreatment, assessment, case management, and therapeutic roles, as well as statutory requirements related to case management within the child welfare system.
EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.
EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
2. Be knowledgeable about how differences between themselves and their clients can affect perceptions of clients.
EP 2.1.4—Engage diversity and difference in practice.
EP 2.1.7—Apply knowledge of human behavior and the social environment.
3. Demonstrate beginning skills in engaging diverse clients that reflect knowledge about diversity and power differentials between themselves and clients.
EP 2.1.4—Engage diversity and difference in practice.
EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
4. Recognize the consequences of the involuntary nature of the client’s relationship with them as service providers, of the impact of economic, racial, ethnic, gender, and other differences on their relationships with clients, and of the effect of their personal experiences on their practice in child welfare.
EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.
EP 2.1.4—Engage diversity and difference in practice.
EP 2.1.7—Apply knowledge of human behavior and the social environment.
5. Demonstrate beginning ability to conduct individual and family assessments related to child welfare, including determining the likelihood of child maltreatment, evaluating parent child attachment, evaluating overall functioning of clients, setting appropriate treatment goals, and making case management plans.
EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

6. Incorporate a perspective that honors clients' strengths as well as vulnerabilities to both assessments and treatment with child welfare clients.
EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
EP 2.1.2—Apply social work ethical principles to guide professional practice.

7. Demonstrate beginning mastery of intervention and treatment skills. Students will know how to intervene at a range of levels, such as individual, family, environmental, and system. They will develop beginning mastery of appropriate treatment approaches, derived from different conceptual frameworks, for example cognitive behavioral, trauma focused, and multi systemic. In using these approaches, they will know how to take into account differences based on age, class, culture, ethnicity, race, religion, physical and mental ability, sexual orientation, national origin, and gender.
EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
EP 2.1.2—Apply social work ethical principles to guide professional practice.
EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.
EP 2.1.4—Engage diversity and difference in practice.
EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

8. Demonstrate beginning ability to evaluate intervention and treatment and revise interventions based upon evaluations. They will also be able to critically evaluate the effectiveness and appropriateness of specific child welfare programs and interventions for particular client populations.
EP 2.1.6—Engage in research-informed practice and practice-informed research.
EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

4. Course Design:

This course will make use of lectures, demonstrations, discussion, media such as videotaped interviews with clients and individuals impacted by child welfare intervention, small group exercises, and role plays. This course will span two terms meeting three hours a week. Students will demonstrate their knowledge acquisition by means of class demonstration, written responses to assignments, participation in class discussion, in-class assignments, videotapes, and short papers about their child welfare practice.

5. Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity* will be addressed by teaching students sensitivity, respect, and competence when working with clients where there are racial, cultural, ethnic, class, religious, gender, or nationality differences. Case examples will highlight how differences and being poor and involuntary affect clients' responses to the child welfare system, the therapeutic relationship and the success of interventions.
- *Social Justice and Social Change* will be addressed by teaching students that children are at a fundamental disadvantage in systems that are controlled by adults. The role of power and privilege will be a theme throughout the course. The child welfare system is not necessarily designed to first address the needs of clients, but may be constructed to be convenient for professionals. In addition, the economically disadvantaged and racial minorities are differentially responded to by the child welfare system. Hence, students will learn that an appropriate role for social workers in the child welfare system is often that of advocate.
- *Promotion, Prevention, Treatment, and Rehabilitation.* The full spectrum of interventions in child welfare will be taught in this course. The course will cover the role of prevention of child maltreatment, through early intervention and through treating the effects of child maltreatment so that they do not repeat themselves in the next generation. Similarly, students will learn that philosophically, if not in reality, child welfare intervention aims to promote child well-being and to prevent child maltreatment.
- *Behavioral and Social Science Research* that relates to child welfare will be at the center of the material taught in this course. Empirically based practice will be taught, which necessarily implies reliance on social science knowledge and research findings.

6. Relationship of the Course to Social Work Ethics and Values:

Issues of values and ethics of a social work professional working in child welfare, using guidelines such as NASW Code of Ethics, will be an inherent part of this course. Students will learn that the child welfare field requires stalwart social workers who will put issues of the child's best interest first, even though the stance may at times be unpopular. In addition ethics as they relate to mandated reporting, client confidentiality, and decisions about who the client is (child, parent, family) will be addressed.

7. Relationship of the Course to the Certificate in Child Welfare

CW Certification through UM-SSW is currently available for those MSW students interested in employment in protective services, foster care, and adoption after graduation. For requirements, please refer to the following link:

<http://ssw.umich.edu/programs/msw/specialization-and-certification-programs/child-welfare>

The SSW is in the process of securing the Child Welfare Certificate endorsement from the State of Michigan Department of Health and Human Services. Child welfare certification endorsement through Michigan DHHS requires the achievement of distinct competencies

embedded in UM-SSW Certificate courses. In addition to coursework, students are expected to complete a 400 hour internship either at the Michigan Department of Health and Human Services, a contractual DHHS agency or tribal agency. Endorsement requires a review and approval process to assure that all child welfare competencies for State of Michigan -DHHS CW certification are met by UM-SSW child welfare course curricula. These competencies have been mapped onto specific courses.

For SW730 – Assessment, achievement of the following Michigan DHHS child welfare competencies are expected to be met:

Philosophy/Values

- Understand the roles, responsibilities, and mission of the DHHS, the family including extended family members, and other involved community agencies in the identification, assessment, and planning of services
- Understand the need to work collaboratively with the family, extended family, substitute caregivers and other involved community agencies, in a team approach to provide service
- Understand the need to work collaboratively with DHHS staff in other units to assure coordinated and timely services to families and children.
- Know the DHHS confidentiality guidelines.
- Know the legal and philosophical bases of child welfare practice
- Understand family member's rights and can interact with them in a way that does not violate their legal rights or create liability for staff or DHHS
- Know the values and principles of child welfare practice, including child safety, permanency, family preservation of parent's and children's rights respect for individual difference and identifying and building on the family's strengths.
- Know social work values and principles, including respecting dignity, individuality, right to self-determination, and building on strengths.
- Understand the role of child welfare in identifying child abuse and neglect and of assuring protection and permanence for children.
- Know the legal and operational definitions of physical abuse, sexual abuse, neglect, and mental injury.

Culture

- Understand the concept of cultural diversity; know how one's own culture affects behavior and values; and know how cultural and ethnic differences may affect the delivery of child welfare services.
- Understand the potential effects of cultural and ethnic differences on the development of the casework relationship, and know strategies to establish relationships with family members from cultural backgrounds different from one's own.

Attachment and Separation

- Understand permanency planning and reunification and the potentially traumatic outcome of separation and placement for children and their families.

Child Development

- Understand the need to advise caregivers on age-appropriate expectations for children, and can help set realistic expectations for children who demonstrate developmental needs and/or delays as a result of abuse or neglect.

Strength Based Solution-Focused Interviewing

- Know how to use solution-focused interviewing techniques to defuse hostility and resistance.

Children's Protective Services (CPS Training also includes 206 competencies

- Accurately identify physical, emotional, and behavioral indicators of abuse, neglect, and mental injury in child victims and their families.
- Know appropriate investigation techniques to thoroughly investigate alleged abuse or neglect.
- Make decisions at key decision points such as whether to investigate, substantiate, provide services, and petition the court with or without removal.
- Know the responsibilities of the agency in responding to complaints of maltreatment, providing ongoing in-home services, providing temporary substitute care placements and permanent homes for children.

Foster Care

- Understand the importance of working collaboratively with substitute caregivers and the child's family to assess a child's need for special developmental, medical, educational, social, psychological, and other services; to identify resources and obtain needed services.

Prevention

- Know the prevention priority groups and know how to screen cases to determine eligibility for Preventive Services

Juvenile Justice

- Understand the voluntary nature of the program and are able to encourage family members to accept services.
- Understand the Preventive Services for Families model and can implement it.
- Assess a youth's need for specialized services, including residential placement, treatment, and know how to locate and refer children to these resources
- Assess a youth's ability to function successfully in the least restrictive setting and are aware of community-based alternatives to placement.

Adoption

- Know the individual and family characteristics and dynamics that contribute to effective adoptive parenting.
- Conduct thorough home study assessments of adoptive family applicants.
- Know the importance of post-placement supportive and treatment services, and know strategies to assure that these services are provided to children and their adoptive families.

Case Management

- Use a computer as needed to assist with case management.
- Understand the legal basis for providing child welfare services and are able to provide services in a manner consistent with all legal requirements
- Accurately assess risk and intervene appropriately to ensure child safety.
- Develop well-written case assessment, case plan, and other supporting documentation in the case record within required time frames.
- Know how to balance the use of authority with the use of casework methods to simultaneously protect children and engage families.
- Know the importance of, and can initiate intensive, in-home supportive services, and mobilize, when appropriate, extended family resources to prevent removal of the child from the home.
- Work with family members to identify needed services, resources available, and the barriers to using help effectively.
- Know and understand the dual roles of the child welfare caseworker to protect children from maltreatment and to provide services to strengthen and empower families.

Placement

- Understand the importance of maintaining extended family relationships and their priority consideration in out-of-home placement.
- Know how to implement strategies to identify, strengthen, and maintain the least restrictive, most family-like placement to meet a child's needs
- Understand the purpose and significance of visits for the child and his/her family and can facilitate them.
- Prepare children and families for placement, replacement, and adoption, to reduce placement-induced stress, and to maintain identity and continuity for the child.

Mental Health

- Know mental health conditions that can affect the well-being of children and families, or that can contribute to or result from abuse or neglect. Common conditions include, but are not limited to; post-traumatic stress disorder, anxiety disorders, oppositional defiant disorder, attention deficit-hyperactivity disorder, reactive-attachment disorder and bipolar disorder.

Defusing Threatening Behavior

- Use precautionary measures that reduce vulnerability to assault.
- Identify the nature and circumstances of various forms of physical aggression.

Substance Abuse

- Recognize indicators of alcohol abuse/dependency in adults and children including the role alcohol abuse/dependency plays in the family structure and the roles of family members.
- Recognize indicators of drug abuse/dependency including illegal and prescription drugs in adults and children including the role drug abuse/dependency plays in the family structure and the roles of family members.
- Understand the dynamics of alcohol and drug abuse/dependency and recovery including various screening procedures, treatment programs, 12 step programs and relapse issues and can refer to appropriate treatment resources.
- Understand the effect of parental alcohol and drug abuse/dependency on a child's development and behavior including the correlation between alcohol abuse and family violence.
- Understand the referral process for obtaining a developmental assessment for fetal alcohol syndrome or other drug addicted infants and the development of case plans and provision of services to meet the child's developmental needs.

Domestic Violence

- Recognize the indicators of family violence, including spouse abuse.
- Understand the dynamics of family violence and can assess the family to determine risk to family members.

Health and Medical

- Know health and medical conditions that can affect the well-being of children and families, or that can contribute to or result from abuse or neglect. These include failure to thrive, prematurity, HIV, SIDS (Sudden Infant Death Syndrome), and ADHD

Sexual Abuse

- Identify the physical, behavioral, and emotional indicators of sexually abused children.
- Understand the family dynamics and interaction patterns in sexual abuse cases.
- Aware of their own emotional responses to sexual abuse and of the potential for these responses to interfere with the casework process.
- Appropriately use strategies and authority in conducting a sexual abuse investigation, and know proper investigation practices and procedures.
- Recognize the indicators of infants born with fetal alcohol syndrome or other drug addiction and understand the special needs of these children.

- Understand the role and responsibility of other disciplines in the investigation, prosecution, and treatment of sexual abuse; and can work jointly with these practitioners.
- Understand how to assess the validity of sexual abuse complaints.

Youth Gangs

- Have a general knowledge of youth gangs, including their language, structure, and activities.

Juvenile Sex Offenders

- Know the indicators, dynamics, and patterns of juvenile sex offenders.
- Understand the treatment and placement needs of juvenile sex offenders.

Legal Issues for CPS and Foster Care

- Determine when emergency protection of a child is necessary, and can initiate the appropriate law enforcement/juvenile court proceedings to obtain emergency custody.
- Weigh the risk to a child of remaining at home against the potential trauma of separation when deciding whether to place a child into substitute care.
- Understand relevant parts of the Juvenile Code and Court Rules including standards for removal, case plan requirements, visitation guidelines, time frames, guardianship, and grounds for termination of parental rights.

Legal Issues for juvenile Justice

- Have knowledge of the legal system, Michigan law, and court rules applicable to juvenile justice matters in Juvenile, District, Recorders, and Circuit Courts.
- Understand their roles and responsibilities within the legal system as related to juvenile justice matters
- Understand their role and responsibility in juvenile and adult court hearings; know applicable rules of evidence; and are able to prepare testimony and testify appropriately.
- Collaborate effectively with law enforcement agencies and Prosecutor's offices

Legal Issues for Adoption

- Understand Federal and State statues governing the adoption process.

Community Collaboration

- Understand asset mapping.
- Use an asset orientation in their efforts to advocate and collaborate within communities to promote prevention efforts for children and families.

Solution Focused Creative Brainstorming

- Brainstorm with families and communities to develop creative solution-focused ideas to prevent child abuse and neglect.

Inter-Ethnic Placement Issues in Foster Care and Adoption

- Understand the goal of the Multiethnic Placement Act as amended by the Interethnic Adoption Provisions which is to achieve foster care and adoptive placements that have not been based on the race, color, or national origin of the foster parents, adoptive parents, or children involved.
- Understand how the Multiethnic Placement Act as amended by the Interethnic Adoption Provisions applies to the placement process and how race and ethnicity may be considered.
- Understand what constitutes a violation of the Multiethnic Placement Act as amended by the Interethnic Adoption Provisions and are aware of the possible consequences for such violations.

Forensic Interviewing

- Identify common features of effective interviewing protocols.
- Identify the Michigan Forensic interview Protocol and the role of the DHHS worker.
- Identify the phases for a forensic interview.
- Identify key aspects of child language development and the implications for effective interviewing of children.

Intervention strategies

- Understand the dynamics of crisis and can provide crisis intervention services.

Recognizing and Assessing Developmental Delay and Disability

- Know how developmental disabilities can be both the cause and effect of abusive or neglectful care, understand the dynamics of this relationship, and can implement preventive strategies.
- Understand the effect on families of parenting a developmentally disabled child and the importance of linking families with proper supportive, financial, educational, and respite services.
- Aware of the negative stereotypic attitudes and misconceptions regarding developmental disabilities and know how these stereotypes can interfere with the provision of services to clients with disabilities.

Specialized Mental Health Issues

- Recognize the primary indicators of mental illness including symptoms of schizophrenia, paranoia, another psychosis, depression, anxiety, and personality disorders.
- Understand the effects of parental mental illness or emotional problems on child development and behavior, and can accurately assess the risk to the child of remaining in the primary care of an emotionally disturbed/mentally ill parent.
- Have realistic expectations for the treatment of mental illness and emotional disorders, can recognize signs that hospitalization may be needed, are aware of

community treatment resources and funding, and can use these resources in developing a service plan.

- Know the utility and side effects of often-prescribed medications in the treatment of mental illness.
- Know the behavioral indicators of emotional disturbances in children such as oppositional defiant disorder, conduct disorder, and attention deficit hyperactivity disorder.
- Know how to interpret psychological evaluations, and the proper use of evaluations in child welfare practice.

Human Sexuality

- Understand sexual development and behavior, including dynamics of child and adolescent sexuality and teen pregnancy.
- Know facts and issues related to birth control, sexually transmitted disease, abortion, precocious sexuality, homosexuality, HIV, and other sexual issues.
- Refer family members to the appropriate community agency to obtain medical and social services for sexually related issues.
- Know the range of behaviors that are classified as child sexual abuse and how these behaviors differ from healthy family sexuality.
- Recognize age-appropriate sexual knowledge and awareness and behavior in children, and can identify problematic sexual knowledge, preoccupation and/or behavior.

Stress Management

- Understand the origins and consequences of work related stress and have well-developed coping and management skills to prevent burnout.

Kinship

- Know how to conduct an extended family network assessment.

Family Systems Theory

- Understand family dynamics including relationships and interactions of family members, family roles, use of power, communication patterns, family strengths, and the family's functioning within the community.

SYLLABUS

SW 730, SECTIONS 001:
CHILD WELFARE AND CHILD MALTREATMENT: ASSESSMENT &
TREATMENT; FIRST TERM 2012

Instructors: Dr. Robert M. Ortega, LMSW, PhD

Offices: 2796 SSWB

Telephone numbers: 763-6576

Email: rmortega@umich.edu

Office hours: Monday & Thursday 9am-12pm; other times by appointment

Meeting time and place: Mon., 2:00-5:00; B780 SSWB

In general the design of this class will be lecture & small group exercises followed by discussion. The exception to this format will be the two sessions when students interview children. On this day, students will be in small groups for 3 hours. Guest lecturers are invited to structure their own sessions.

Child Welfare and Child Maltreatment: Assessment and Treatment is a methods course intended to develop practice skills in child welfare, with special attention to child maltreatment. The course prepares students to practice in the child welfare field by teaching them about the various contexts in which child welfare practice takes place and the skills and modalities that are used with children, youth, and families who are the focus of child welfare intervention. Ethical issues for social workers, in particular the sometimes conflicting needs of children and families, the state, and the legal system impact on child welfare practice and are addressed, as the various methods are taught.

This practice seminar was developed as part of a specialized curriculum in child welfare. It is a requirement for students receiving Child Welfare Scholarships from the School of Social Work, students whose field placements are at the Family Assessment Clinic, and students pursuing a Child Welfare Certificate. The course addresses practice across levels of intervention.

The practice seminar is open to other students. The course is focused on evidence-based practice skills for working in child welfare.

This seminar will meet over two terms, Fall and Winter, for a total of six hours course credit. Students enroll for 3 credits per term.

The first term provides an orientation to working in the field of child maltreatment and focuses on child welfare practice, policy, and assessment. The second term addresses treatment techniques and case management issues. Case discussions and illustrative case examples are an integral part of the course. Opportunities to practice intervention skills are provided.

CANVAS SITE

The course has a Canvas site. As a student enrolled in the course, you will automatically have access to the site where you will find the required readings. Students are expected to read the designated materials prior to coming to class.

PowerPoint overheads for Fall class sessions will be passed out at the beginning of each class.

GRADING

Written products will be graded for organization and writing quality as well as for substantive content. The grading criteria for the School of Social Work are as follows:

Grading Policy for Academic Courses (Faculty Manual - Standard 7.05)

A grades are given for EXCEPTIONAL individual performance and mastery of material.

The use of A+, A, and A- should distinguish the degree of superiority w/ perfect attendance equal to an A.

B grades are given to students who demonstrate MASTERY of the material. B+ should be used for students who perform just above the mastery level but not in an exceptional manner. B- should be used for students just below the mastery level

C grades are given when mastery of the material is minimal. A C- grade is the lowest grade which carries credit.

D grades indicate deficiency and carry no credit

E grades indicate failure and carry no credit

Percentages of your grade for Fall and due dates are as follows:

- (1) Class attendance: 10%
- (2) Class participation, which should reflect knowledge of the reading: 5%
- (3) Counter-transference reflection: 0% **[Due September 21]**
- (4) Cultural responsiveness /child sensitivity exercise: 10% **[Due October 5]**
- (5) Child welfare competencies references: 10% **[Due October 12]**
- (6) [Take Home] Midterm assessment skills exam: 20% **[Due November 2]**
- (7) Reflection paper: 20% **[Due December 7]**
- (8) Case application; final project: 25% **[Due December 14]**

PROTECT CONFIDENTIALITY

One of the fundamental ethical values of social work is protecting client confidentiality. In this class, you will view some videos of real clients. Each client has signed a written release to allow his or her case materials to be used for educational purposes, and their names are always changed on the case materials. For some of the case examples, you will read written material before the class. Keep these materials confidential; do not share them with others who are not in the class; when the course is over, please destroy these case materials.

DISABILITY ACCOMMODATION

If you need an accommodation for a disability, contact us as soon as possible. It is possible that aspects of the course can be modified to facilitate your learning process. There are resources available to help us to meet your needs including Students with Disabilities, the Adaptive Technology Computing Site, etc. If you disclose a disability to us, we will treat that information as private and confidential.

COURSE REQUIREMENTS

1. Students must attend class. Students should make class attendance a priority. A sign in sheet will be passed out each class. **Please do not come late, leave early, rejoin the class late after break, or miss class without a valid excuse.** This is a practice skills course, which means attendance is crucial to understanding the content of the course. Three absences (excused or unexcused) will automatically result in a meeting with me. A pattern of lateness will automatically result in a reduction of your grade.
2. Do the reading before class and be prepared to discuss it. This will not be a great burden because the reading will be directly relevant to the class session. Except for a limited number of handouts, material is available on the Canvas site. To access readings, click on Resources on the Canvas site. Each session's reading assignments are in a separate folder, which is marked by session number.
3. Participate in class discussions and exercises. Remember part of your grade is dependent on class participation. These participations will include an interview simulation with a child.
4. During the first term, there will be short written assignments, a midterm exam which is primarily short answer, a reflection paper, and a case application final written assignment. For the case application, the case history and questions to be addressed will be posted on the website two weeks before the assignment is due. There will be videos that will be shown in class and will be made available for students to watch after class. Students are to work individually on all assignments. Students can re-write assignments to improve their grade, if the grade received is a B or lower.
The reflection paper may be on: 1) the Statewide Conference on Child Abuse and Neglect, 2) the Fauri Memorial Conference, or 3) attendance at a seminar or presentation focused on child welfare or child maltreatment issues. Information about relevant events will be posted on the Canvas site as they become known. Students who are unable to attend ANY event should see me. The reflection paper should address: 1) summary of presentation, 2) most significant aspects of what you learned (i.e., key lessons learned), 3) applications at the micro and macro levels of child welfare practice, and 4) how you will use lessons learned in your career as a social worker. This outline is consistent with artifacts for ePortfolios.
5. Students are encouraged to develop an ePortfolio, which can showcase their work not only in this course, but also during their pursuit of their MSW. An introduction to ePortfolios can be found at: <https://www.ssw.umich.edu/ofi/modules/Putting-Your-Portfolio-Together/>

COURSE TOPIC OUTLINE

- SEPT. 14 **SESSION 1: Introduction and Orientation to Child Maltreatment**
- SEPT. 21 **SESSION 2: Cultural Humility and Child Welfare (COUNTER-
TRANSFERENCE REFLECTION ASSIGNMENT DUE)**
- SEPT. 28 **SESSION 3: Child Welfare Competencies – Background Resources**
- OCT. 5 **SESSION 4: Conflicting Federal Policy and Practice Implications:
ICWA, ASFA, and MEPA (CULTURAL RESPONSIVENESS
ASSIGNMENT DUE)**
- OCT. 12 **SESSION 5: Gathering Data from Children (CW COMPETENCIES
REFERENCES ASSIGNMENT DUE)**
- OCT. 19 **SESSION 6: FALL STUDY BREAK - NO CLASS**
- OCT. 26 **SESSION 7: Media for Interviewing Children / Child Interview
Exercise**
- NOV. 2 **SESSION 8: Gathering Data about Children’s Functioning from
Children’s Caretakers / Child Interview Exercise (cont.) (TAKE
HOME EXAM DUE)**
- NOV. 9 **SESSION 9: Comprehensive Family Assessments**
- NOV. 16 **SESSION 10: Medical Identification of Child Abuse—Bethany Mohr,
M.D., Medical Director of the Child Protection Team**
- NOV. 23 **SESSION 11: Interviewing Parents of Children in the Child Welfare
System & Assessing Parent-Child Interactions**
- NOV. 30 **SESSION 12: Interviewing Maltreating Parents: Mad Dads**
- DEC. 7 **SESSION 13: Risk & Safety Assessment (REFLECTION PAPER
DUE)**
- DEC. 14 **SESSION 14: Prevention and Self-Care (CASE APPLICATION
ASSIGNMENT DUE)**

Sept. 14 Session 1: Introduction and Orientation to Child Maltreatment
Course requirements
Presentation on Accessing the Canvas site
Counter-transference survey
Counter-transference issues
Coping with difficult course content
A child-centered approach

Video: Scared Silent narrated by Oprah Winfrey

Small group exercise on counter-transference

Students will break into small groups and discuss: 1) similarities and differences between the two offenders, 2) the prognosis for re-offending for each offender, 3) their different reactions to each offender, and 4) reason for their different reactions

Wrap-up

Elmquist, J., Shorey, R.C., Febres, J., Zapor, H., Klostermann, K., Schratte, A. & Stuart, G.L. (In press). A review of Children's Advocacy Centers' (CACs) response to cases of child maltreatment in the United States. *Aggression and Violent Behavior*.

Garbarino, J. (1977). The human ecology of child maltreatment: A conceptual model for research. *Journal of Marriage and Family*, 39(4), 721-735.

These readings are an orientation to working in the field of child maltreatment from the perspective of CAC's. Students are not expected to have read this before the first session. Readings are located on the Canvas site.

WRITTEN ASSIGNMENT! For Sept. 21, turn in a paragraph describing what you think your counter-transference issues are related to working in the child welfare field. Consider the framework used in the class presentation. Describe any strategies you think you might need to cope with the content of this course (e.g., with child physical abuse, child neglect, emotional abuse, sexual abuse, institutional abuse, and child welfare policy) This assignment will not be graded and will not be returned.

Sept. 21 Session 2: Cultural Humility and Child Welfare

Discussion Questions:

- (1) What cultural factors ought to be considered in interpreting parental behaviors as abusive?**
- (2) Does parent sexual orientation have a direct relationship with an "optimal environment for raising children"?**
- (3) In what ways might a cultural humility approach help our work in child welfare?**

Amicus Brief by the American Psychological Association regarding same sex marriage and parenting.

Ferrari, A.M. (2002). The impact of culture upon child rearing practices and definitions of maltreatment. *Child Abuse and Neglect*, 793-813.

Santa-Sosa, E.J. & Runyon, M.K. (2015). Addressing ethnocultural factors in treatment for child physical abuse. *Journal of Child & Family Studies*, 24, 1660–1671. DOI 10.1007/s10826-014-9969-5

Ortega, R.M. & Faller, K.C. Cultural Humility: An approach to working with diverse families in the child welfare system—on the Canvas site
Interviewing In Child Welfare Practice: Issues in cultural competency and child sensitivity by Dr. Kathleen Faller

Case example: TBD

Small group discussion

Multiple identities and intersectionality (Pie exercise)

Example: James

WRITTEN ASSIGNMENT:

There are 4 case examples at the end of the outline on *Interviewing In Child Welfare Practice: Issues in cultural competency and child sensitivity* written by Dr. Kathleen Faller. Select **two** of these cases and respond to the “Issues” queries and make an interview plan. Each response should be about a page in length.

Alternative assignment, having viewed the video of James,

- 1) Describe his multiple identities – include your vision of his PIE;
- 2) Which social identities does James indicate as the most salient?
- 3) How might James’ social identities impact upon him as a social worker?

[The assignment is due Oct 4.]

Sept. 28 Session 3: Child Welfare Competencies – Background Resources

Discussion Questions:

- (1) What is child maltreatment?
- (2) What are the philosophical tenets of child protection?
- (3) What must be considered in “best interests of the child”?
- (4) Are social work students mandated reporters?

A coordinated response to child abuse and neglect, (See Chapter 2)

Note: This manuscript is also linked on the Canvas site to:

<http://www.childwelfare.gov/pubs/usermanuals/foundation/foundation.pdf>

Note: This reading assignment comes from one of the volumes in the CANUSER Series.

These volumes can be downloaded in their entirety from the National Clearinghouse on Child Abuse and Neglect website. This is a very valuable and FREE source of information.

Child maltreatment reporting statute—you are a mandated reporter
See Michigan DHHS Mandated Reporter’s Resource Guide:

https://www.michigan.gov/documents/dhs/Pub-112_179456_7.pdf

Johns Hopkins Paul H. Nitze School of Advanced International Studies and the
International Centre for Missing & Exploited Children (2013) *100 Best Practices in Child
Protection*. The Protection Project

Michigan Child Protection Law--Reporting requirements—on the website; linked to the
Michigan Department of Health and Human Services website;

https://www.michigan.gov/documents/DHS-PUB-0003_167609_7.pdf

Michigan Mandated Reporter – Social Worker’s Guide

Michigan Governor’s Task Force on Child Abuse and Neglect - A Model Child Abuse and
Neglect Protocol with an Approach Using a Coordinated Investigative Team (2015)

Children’s Protective Services Manual (Link is to table of contents; click on topic to access
the pages in which the content is located):

<http://www.mfia.state.mi.us/olmweb/ex/PS/Public/PSM/000.pdf>

Michigan Children’s Protective Services Investigation Field Guide

https://www.michigan.gov/documents/dhs/DHS-PUB-108_199789_7.pdf

Juvenile Court flowchart—on the Canvas site

Juvenile Justice Benchbook: Delinquency and Criminal Proceedings (3rd ed.)

<http://courts.mi.gov/education/mji/Publications/Documents/Juvenile-Justice.pdf>

National Child Traumatic Stress Network: <http://www.nctsn.org/>

Child Welfare League of America: <http://www.cwla.org/>

US-DHHS, ACF, Children’s Bureau: <http://www.acf.hhs.gov/programs/cbUS->

DHHS, ACF, Children’s Bureau Child Welfare Information Gateway:

<https://www.childwelfare.gov/>

Michigan DHHS – Child Abuse and Neglect:

<http://www.michigan.gov/dhs/0,4562,7-124-7119-21208--,00.html>

American Academy of Pediatrics (Section on Child Abuse and Neglect – SOCAN):

<http://www2.aap.org/sections/childabuseneglect/>

Oct. 5 Session 4: Conflicting Federal Policy and Practice Implications: ICWA, ASFA, and MEPA

Discussion Questions

- 1) Does ICWA apply to all American Indian children?
- 2) What barriers serve as impediments to the implementation of ICWA?
- 3) What are important cultural distinctions of tribal placements from child welfare traditional or mainstream placement considerations.
- 4) Are ICWA, MEPA and the Interethnic Placement Provision compatible

Faller, Models of assessment (child maltreatment)—on the Canvas site

Case history

Introduction to ICWA (Youtube): <https://www.youtube.com/watch?v=VJCqeauLvY8>

Child Welfare Information Gateway, *Major federal legislation concerned child protection, child welfare, and adoption*. (See pp. 18-23)

Faller, Guidelines for assessing parents and children regarding placement preferences

http://www.ssw.umich.edu/public/currentProjects/tpcws/articles/placement_preferences.pdf

Hughes, R.C. (Spring 2006). At issue ICWA and MEPA/EPA: Injustice guaranteed. *APSAC Advisor*, 2-3.

Mendez & Vandervort, The Multi-ethnic Placement Act

http://www.ssw.umich.edu/public/currentProjects/tpcws/articles/legal_M_EPA.pdf

Vandervort, F.E. (Undated). The Indian Child Welfare Act

Case example: TBD

Oct. 12 Session 5: Gathering Data from Children

Discussion Questions:

- 1) In general, what are essential components of a forensic interview?
- 2) What is a critical first step in interviewing maltreated children?
- 3) What are “Wh” questions and what makes them preferred when interviewing abused children?
- 4) In what ways does the child’s development matter when interviewed?

Court testimony and child disclosure - Amicus Brief from the American Professional Society on the Abuse of Children

Michigan Forensic Interview Protocol

http://www.michigan.gov/documents/dhs/DHS-PUB-0779_211637_7.pdf

APSAC (2012) *Practice guidelines: Forensic interviewing in cases of suspected child abuse* APSAC Investigative Interview Protocol

Graham-Berman, S.A., Kulkarni, M.R., & Kanukollu, S. (2011). Is disclosure therapeutic for children following exposure to traumatic violence? *Journal of Interpersonal Violence*, 26(5), 1056-1076.

Faller, KC & Nelson-Gardell, D. (2010) Extended Evaluations in Cases of Child Sexual Abuse: How Many Sessions Are Sufficient? *Journal of Child Sexual Abuse*, 19 (6), 648 — 668

Lamb, M.E., Hershkowitz, I. & Lyon, T.D. (2013). Interviewing victims and suspected victims who are reluctant to talk. *APSAC Advisor*, 4, 16-19.
(Interview structure)

Case example: TBD

Oct. 19 Session 6: FALL STUDY BREAK; NO CLASS

Oct. 26 Session 7: Media for Interviewing Children / Child Interviews

Free drawings
Anatomical dolls
Shared paper interview method
Anatomical drawings
Gingerbread drawings

Case example: TBD

Faller, Media in interviewing children—from Faller, *Interviewing children about sexual abuse: Controversies and best practice*, Oxford University Press—on the Canvas site
Achenbach Child Behavior Checklist
Friedrich Sexual Behavior Inventory
Briere Trauma Symptom Checklist for Young Children

First Child Interview exercise

Interview exercise--select students; interview real children

Lyon, T.D. Speaking with children: Advice from investigative interviewers. *Public Policy Research Paper Series, 01-15*; University of Southern California Law School.
Orbach, Y., Hershkowitz, I., Lamb, M., Sternberg, K., Esplin, P., & Horowitz, D. (2000) Assessing the value of structured protocols for forensic interviews of alleged child abuse victims. *Child Abuse & Neglect*, 24(6), 733-752
Snider, S.M. & Everson, M.D. (Fall, 2011). What is my next question? Using question frameworks to improve children's narrative accounts of abuse. *APSAC Advisor*
Toth, P. (Fall, 2011) Comparing the NICHD and RATAAC child forensic interview approaches – Do differences matter? *APSAC Advisor*

[NOTE: Short midterm exam; handed out in class; due Nov. 2]

Oct. 30 Fauri Memorial Conference This is a daylong conference on Child Welfare and Father Involvement. It will take place from 9-5pm in the Educational Conference Center.

Nov. 2-3 Michigan Statewide Conference on Child Abuse and Neglect is November 2 & 3. Please contact Martha Kerr (763 0215) or [mailto:markerr@med.umich.edu], Coordinator of the UM Child Protection Team if you have any questions. You can also register online: <http://www.canconferenceuofm.org/>

**Nov. 2 Session 8: Gathering Data about Children's Functioning from
Children's Caretakers / Child Interview Exercise (cont.)**

Second Interview exercise

Interview exercise Students volunteer to interview real children
Form for evaluating child forensic interviews—handed out in class

Data gathered includes:

- Developmental history
- Medical history
- Mental health history
- Peer relationships
- School performance
- Abuse specific information

[READINGS: Refer to readings assigned for Session 7]

Nov. 9 Session 9: Comprehensive Family Assessments

Discussion Questions:

- 1) **What are strengths of comprehensive family assessments?**
- 2) **What limitations do comprehensive family assessments pose?**

Interview data from mother by Kathleen Colbourn Faller

CSSW – Family Assessment Clinic, *Comprehensive Family Assessment Process*

Faller, *Child sexual abuse: An interdisciplinary manual*, chapter 8. Smithgall, C., Jarpe-Ratner, E., Gnedo-Berry, N. & Mason, S. (2015). Developing and testing a framework for evaluating the quality of comprehensive family assessment in child welfare. *Child Abuse and Neglect*, 44, 194-206.

**Nov. 16 Session 10: Medical Identification of Child Abuse—Bethany Mohr,
M.D., Medical Director of the Child Protection Team**

Discussion Questions:

- 1) **Under what conditions might you pursue a medical evaluation when suspecting abuse?**
- 2) **What might a physician take into account when conducting a medical exam through a cultural lens?**

Reece, R.M. (2011). Medical evaluation of physical abuse. *The APSAC Handbook on Child Maltreatment (3rd ed.)*. Los Angeles, CA: Sage, 183-194.

Smith et al., Understanding the Medical Diagnosis of Child Maltreatment.
Skinmaps

**Nov. 23 Session 11: Interviewing Parents of Children in the Child Welfare
System & Assessing Parent-Child Interactions**

- Background material
- Adult interviews
- Child interviews
- Medical evaluations

Psychological assessment
Integrating all the information

Assessing parent-child interactions

Parent-child interaction
Family functioning

Case example: H case

Faller, Parent-child interaction: Assessment and treatment
Faller, Screening for Child Maltreatment: Parent/Adult Interviews
[ADDITIONAL READINGS IN PROCESS]

Case example: TBD

Nov. 30 Session 12: Interviewing Maltreating Parents: Mad Dads

Discussion Questions:

- 1) **What is father involvement and what makes father involvement important?**
- 2) **In designing an assessment of a father's ability to parent, what aspects of "fatherhood" must be taken into account?**
- 3) **What factors are essential to take into account when actually interviewing and engaging fathers of maltreated children?**

Assessing overall functioning
Assessing for problem areas of functioning

Case example: TBD

Family Assessment Clinic, Guidelines for taking a sexual history
Francis, K. & Wolfe, D. (2008). Cognitive and emotional differences between abusive and non-abusive fathers. *Child Abuse & Neglect* 32, 1127-1137.
Dubowitz, H. (2006). Invited commentary: Where's dad? A need to understand father's role in child maltreatment. *Child Abuse & Neglect*, 30, 461-465.
Lee, S.J., Bellamy, J.L. & Guterman, N.B. (2009). Fathers, physical child abuse, and neglect: Advancing the knowledge base. *Child Maltreatment*, 14(3), 227-231.
National Child Welfare Resource Center for Family-Centered Practice (2002). Father involvement in child welfare: Estrangement and reconciliation. Washington DC: Best Practices / Next Practice, 1150 Connecticut Ave. NW, Ste 1100.
Saunders, D.G. (2015). Research based recommendations for child custody evaluation practices and policies in cases of intimate partner violence. *Journal of Child Custody*, 12, 71-92.

Dec. 1 Session 13--Risk & Safety Assessment

Actuarial and consensus based risk measures
Measure developed by the National Resource Center on Child Maltreatment

Case example: Who hurt the baby?

With **Mary Ortega, L.M.S.W., A.C.S.W.**

Michigan DHS, Safety Assessment & Structured Decision-making—linked;

<http://www.mfia.state.mi.us/olmweb/ex/PSM/713-11.pdf>

Schwalbe, C. (2008). Strengthening the integration of actuarial risk assessment and clinical judgment in an evidence-based framework. *Children and Youth Services Review*, 30, 1458-1464.

Shlonski, A. & Wagner, D. (2005). The next step: Integrating actuarial risk assessment and clinical judgment into an evidence-based practice framework in CPS case management. *Children and Youth Services Review*, 27, 409-427.

UC-Berkley (July 2005). Risk and safety assessment in child welfare: Instrument comparison. *BASSC Evidence for Practice* (Newsletter #2)

Final paper case example available on the website; video of family available; due Dec. 12

Dec. 8 Session 14: Prevention and Self-Care

Milaniak, I. & Widom, C.S. (2015). Does child abuse and neglect increase risk for perpetration of violence inside and outside the home? *Psychology of Violence*, 5(3), 246-255.

Palusci, V.J. & Haney, M.L. (2010). Strategies to prevent child maltreatment and integration into practice. *APSAC Advisor*

US-DHHS (2007) Preventing Child Sexual Abuse Within Youth-serving Organizations: Getting Started on Policies and Procedures

[ADDITIONAL READINGS IN PROCESS FOCUSED ON SELF-CARE]

Final case example paper due Dec. 12.