



Course title:	Child Maltreatment Assessment and Treatment	
Course #/term:	SW 624, Section 001, Fall 2021	
Classroom:	Remote On-Line	
Time and Place:	Thursday, 9:00 AM – 12:00 PM (September 2, 9, 16, 23, 30) Teaching via Zoom – Link provided in Canvas	
Credit hours:	1	
Prerequisites:	SW 621 or permission of instructor	
Instructor:	Monica Sampson, LMSW	
Pronouns:	[She, her, hers]	
Contact info:	Email: smonica@umich.edu	Phone: [313. 749-8910]
	You may expect a response within 48 hours	
Office:	N/A	
Office hours:	By appointment (Zoom Link Provided in Canvas)	

1. Course Statement

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.

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.

2. Course objectives and competencies

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.
2. Be knowledgeable about how differences between themselves and their clients can affect perceptions of clients.
3. Demonstrate beginning skills in engaging diverse clients that reflect knowledge about diversity and power differentials between themselves and clients.
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.
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.
6. Incorporate a perspective that honors clients' strengths as well as vulnerabilities to both assessments and treatment with child welfare clients.
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. Students 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.
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.

3. 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.

This class is to be held entirely online (Zoom Link: <https://umich.zoom.us/j/99282047365>) meaning that all class work will be on-line, both synchronous and asynchronous. If you need any accommodation in order to attend synchronous class sessions, please email me as soon as possible at smonica@umich.edu. Adult learning theory (although somewhat debated) supports the fact that most adults simply cannot hold effective concentration for longer than about 20 minutes. Students can choose to refocus their attention repeatedly throughout a lecture; thus, it is normal during a class for lapses in attention to occur. To that end, we will try to engage in shorter, microlearning segments within the course of our three-hour timespan. It is not likely that we will hold synchronous class for the entire three hours; however, with the asynchronous learning, the time should equal about three hours. You will be given breaks during the course to enhance your learning experience. Some of these segments will be student-driven and interactive. More information on these segments will be posted to our canvas site.

4. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

a. Text and class materials

Recommended Text:

Pecora, Peter J., et al. *The Child Welfare Challenge : Policy, Practice, and Research*, Taylor & Francis Group, 2018. *ProQuest Ebook Central*, [The Child Welfare Challenge Link](#) – Must be logged into your umich account to access.

There is no required textbook for this class. Readings, videos, and podcasts will be posted on Canvas at least one week prior to the class session in which they will be discussed. Each session's reading assignments will be placed in modules to coincide with the week's lessons. Reading may be changed due to guest lecturers or emerging current events that warrant our attention and class discussion. Videos and Podcasts are also placed in the modules.

To fully engage in the course, it is expected that students will complete the required readings and/or video viewing prior to the class in which they will be discussed. Reading materials are meant to supplement lecture content. Discussion of readings will be student-led, with prompts and questions from me, therefore it is critically important that you complete the required readings prior to the class session. One or two students will be assigned to introduce the key take-aways and ask three questions of the class from the assigned readings for each class session. Students should anticipate being asked to respond to questions and elaborate on the readings as part of their class participation. The quality of the class depends – in large part – on the quality of our collective efforts to engage in discourse on the subject matter and assigned materials.

b. Class schedule

We will follow the schedule outlined below as closely as possible. Sometimes, the topic or schedule may change due to guest speakers, unavoidable incidents, or through discussions with students regarding what topics they would like to focus on. Whenever possible, schedule changes will be sent to you via email and posted on Canvas in Announcements at least a week in advance. **Readings may change! Please be certain to check the Files on Canvas for the specific week of class.**

First Session: September 2 – Course Introduction and Overview
<p>Topics:</p> <ul style="list-style-type: none"> • Course requirements • Course progression • Wicked Problems in Child Welfare • Brief history and overview of the child welfare system • Child welfare in the social context • What is child maltreatment? • Why the focus on child abuse? • Prevalence and incidence rates of child maltreatment • Brief overview of disproportionality in child welfare • Child Protective Services <ul style="list-style-type: none"> ○ Helper, advocate, friend, enforcer? • Discussion of course topics and changes as needed
<p>Reading: <i>Students are not expected to have read and reviewed these materials prior to the first class.</i></p> <ul style="list-style-type: none"> • McGowan, Brenda. <i>Historical Evolution of Child Welfare</i>, in <u>Child Welfare for the Twenty-First Century</u>. (on Canvas)

- Bartholet, E. Nobody's Children Introduction (on Canvas)
- Roberts, D. Shattered Bonds: The Color of Child Welfare (on Canvas)

Video:

- A conversation about the manifestation of white supremacy in the Institution of Child Welfare Level 1 and Level 2 (see details on Canvas)
[:https://www.youtube.com/watch?v=EUBuOCVhUZI&feature=youtu.be](https://www.youtube.com/watch?v=EUBuOCVhUZI&feature=youtu.be)
<https://www.youtube.com/watch?v=QoggJj60VoY>
- The Orphan Trains – on canvas in the media gallery

Assignments due by: September 4

- Reaction paper
- Discussion questions
- Answers to discussion questions
- Due in class on September 9
 - Group 1 Discussion Leaders Presentation

Second Session: September 9 - Child Maltreatment and Child Protection

Topics:

- Children's Protective Services
- Evidence from NCANS on the size of the problem
- The child safety/family preservation pendulum swing in child welfare
- Poverty and child welfare
- Systemic racism and the child welfare system
- Overrepresentation of children of color
- ICWA
- Children with disabilities
- LGBT Children and maltreatment: An under-studied group
- Global perspectives on child maltreatment

Readings (all readings are on canvas by title, select three):

- Child Abuse and Neglect: Prevalence and Incidence, Radford, L. in The Wiley Handbook of What Works in Child Maltreatment: An Evidence-Based Approach to Assessment and Intervention in Child Protection, First Edition. (on Canvas)
- *Time for the Child Welfare System to Stop Confusing Poverty with Child Neglect*
- ICWA
- *Understanding the Impact of Historical Trauma When Responding to an Event in Indian Country*
- *Child Maltreatment among Asian Americans: A Content Analysis of Existing Literature*, Hom-Hyvonon, K.

- *Culture and context in understanding child maltreatment: Contributions of intersectionality and neighborhood-based research*, Nadan, Y , Journal of Child Abuse and Neglect
- *Child abuse and Neglect: Prevalence and Incidence*, L. Radford in The Wiley Handbook of What Works in Child Maltreatment: An Evidence-Based Approach to Assessment and
- Intervention in Child Protection, First Edition. (on Canvas)
- Black Families Matter: How the child welfare system punishes poor families of color, Roberts. D (2018) Opinion in The Appeal
- Influence of Race and Socioeconomic Status on the Diagnosis of Child Abuse: A Randomized Study, Laskey, A. et al (2010)The Journal of Pediatrics

Video:

To transform the child welfare system, take race out of the equation – on canvas in the media gallery

Audio:

<https://soundcloud.com/user-818593337/it-takes-a-village-interview-with-ashley-rooney>
transcript is on Canvas

<https://soundcloud.com/user-818593337/it-takes-a-village-interview-with-linda-eagle-speaker>

Transcript on Canvas

<https://soundcloud.com/user-818593337/it-takes-a-village-interview-with-tracy-shoberg>

Family Poverty is Not Neglect <https://soundcloud.com/offkiltershow/family-poverty-is-not-child-neglect>

Assignments due by: September 11

- Reaction paper
- Discussion questions
- Answers to discussion questions
- Due in class on September 16
 - Group 2 Discussion Leaders Presentation

Third Session: September 16 – Child Maltreatment Determination

Topics:

- Defining child neglect
- Mandated Reporter Training
- Child Protection Investigation and response
 - Physical abuse
 - Sexual abuse
 - Fatal abuse
- Past history of parental abuse

- IPV and child maltreatment
- Substance abuse and child maltreatment
- COVID 19 Impacts on Child Maltreatment
- Decision-making in CPS
- Differential/Alternative Response

Readings:

- Five-factor determination of maltreatment, MDHHS Policy Manual (On Canvas)
- The Effects of Substance Abuse on Behavior and Parenting
- **Required** - Differential Response to Reports of Child Abuse and Neglect, www.childwelfare.gov/topics/responding/alternative (On canvas)
- **Required** - Bartholet, E. *“Differential Response: A Dangerous Experiment in Child Welfare”* (on Canvas)
- Child Injury and Death Coordinated and Comprehensive Investigation Resource Protocol (on Canvas)
- MDHHS Child Death Review Annual Report
- A reasonably large review if operationalization in child maltreatment research: Assessment approaches and sources of information in youth samples
- Mandated Reporter Guidelines for Social Workers
- CPS Field Guide
- MDHHS Model Child Abuse and Neglect Protocol
- *Child Protection in Families Experiencing Domestic Violence, User Manual Series*, US Dept. of Health and Human Services
- Recognizing the Signs and Symptoms of Child Abuse and Neglect, Child Welfare Information Gateway Fact Sheet

Video:

- **A Life-changing Visitor: When Children’s Services Knocks**
<https://www.youtube.com/watch?v=2iY1QorPZfw> (link on canvas)
- **The Effects of Domestic Violence on Children**, <https://ywcagenesee.org/domestic-violence/effects-of-domestic-violence-on-children/>

Assignments due by: September 18

- **Reaction paper**
- **Discussion questions**
- **Discussion Question Answers**
- Due in class on September 23
 - Group 3 Discussion Leaders Presentation

Fourth Session: September 23 -Child Maltreatment Assessments and the Plan of Care (Treatment)

<p>Topics</p> <ul style="list-style-type: none"> • CANS and FANS • Forensic Interviewing Protocol • Structured Decision-making • Psychosocial and medical assessment • Measures of Child Exposure • Effects of professional experience
<p>Readings:</p> <ul style="list-style-type: none"> • Evidence-based and Developmentally Appropriate Forensic Interviewing of Children, Nicol, A. • MDHHS Forensic Interviewing Protocol • Medical Child Abuse Protocol
<p>Assignments due by: September 25</p> <ul style="list-style-type: none"> • Reaction paper • Discussion questions • Answers to discussion questions • Due in class on September 30 <ul style="list-style-type: none"> ○ Group 4 Discussion Leaders Presentation
<p>Fifth Session: Last Session September 30- Child Maltreatment Consequences and Prevention Initiatives</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Using assessments to develop the plan of care • How long should the system keep families under surveillance? • A public health approach to child maltreatment • Sustaining progress in preventing child maltreatment
<p>Readings:</p> <ul style="list-style-type: none"> • <i>Can traumatic stress alter the brain?</i> Carrion, V.G., Wong, S.S., • <i>Understanding the implications of early trauma on brain development and learning.</i> Journal of Adolescent Health. 2015;51 (Supp2): S23 – S28. Doi: 10.1016/j.jadohealth.2012.1004.1010
<p>Assignment: Due by Oct 2</p> <ol style="list-style-type: none"> 1. Course Evaluation due by end of semester 2. Child Welfare Analysis & Advocacy Application

c. Grading and Assignments

Coursework and Assignments

This course uses Canvas as a resource for all course readings as well as for detailed explanations of assignments and instructions for the submission of assignments. Assignment descriptions and readings for each class, as well as grading and class announcements can be found on Canvas. Required reading will be posted to Canvas at least one week prior to the class for which they are required. Please review the site carefully and visit it frequently for updates.

All assignments will be posted on Canvas with a more in-depth explanation and the grading rubric. If you have any questions about an assignment, please feel free to reach out to me with your questions prior to the due date of the assignment.

Assignment	Due date	Percent of overall grade
Discussion Leaders	Every week one of four groups will lead a discussion. (Sep 9,16, 23 & 30)	<ul style="list-style-type: none"> • 30%
Discussion Post	Sep. 4	<ul style="list-style-type: none"> • Discussion Post = 5% • Discussion Questions/Answers =5%
Discussion Post	Sep 11	<ul style="list-style-type: none"> • Discussion Post = 5% • Discussion Questions/Answers =5%
Discussion Posts	Sep 18	<ul style="list-style-type: none"> • Discussion Post = 5% • Discussion Questions/Answers =5%
Discussion Post	Sep 25	<ul style="list-style-type: none"> • Discussion Post = 5% • Discussion Questions/Answers =5%
Child Welfare Analysis & Advocacy Application	Oct 2	<ul style="list-style-type: none"> • 25%
Participation and Attendance	5/5 days will earn full credit	<ul style="list-style-type: none"> • 5%

Discussion Leader: (30 points, due each week for pr-selected students Sep 9, 16, 23 & 30)

Each meeting, a pre-selected group of students will lead discussion of an assigned topic. A topic leader may develop asynchronous content if that is the student's preference. Details will be

posted on canvas. The discussion leader(s) is expected to master one or two of the required readings or related materials and to convey the key points to the class. The discussion leader is also expected to prepare a **short PowerPoint presentation to guide the discussion**. I will evaluate discussion leaders based on their organization and management of the discussion, comprehension of the topic, clarity and balance in their explanation of the topic, and ability to facilitate intellectually stimulating idea exchange among the other students through **questions they will ask the class**. I will assign discussion leaders to a topic and the related reading after the first class session.

Discussion Posts, Questions & Response (40 points total or 10 points each: due Sep 4,11,18 & 25)

1. Post a thought or reaction discussing at least three readings/videos/podcasts posted in Canvas and corresponding to the upcoming topics.

Post Guidelines: Discussions should be conceptual thoughts synthesizing main theoretical ideas described in the assigned readings. This is not a summary of the readings, but rather what you developed in terms of thoughts, ideas, new information, connections or applicability to other readings, other coursework, current events, and your own experiences in the field. You will be required to post prior to reading other posts. (This section is worth 5 Points)

2. Pose three questions for discussion by your classmates (if time permits, we will discuss this during class) **Discussion question** should be thoughtful inquiries about theoretical, empirical, systemic, or applied issues related to the required readings. Submit three questions to the class. (1 point for each question that follows the guidelines)
3. Reply to at least two discussion questions posted by your classmates Replies to discussion questions should be thoughtful extensions that expand group thinking. These are intended to prime longer conversations during course meetings. Discussion posts and replies should be no more than one paragraph each. (1 point for each reply that follows the guidelines)
4. **Full Discussion posts** will be due on the **Saturday** following class. Please be mindful of your classmates by not waiting to post on the last day. Please be courteous by posting early enough to give people a fair amount of time to reply to your thought/reaction. Post dates may have an impact on your grade.

Child Welfare Analysis & Advocacy Application (25 points, due Oct 2)

1. For this assignment, please choose only one of the following topics:
 - a. Personal, professional, and societal responses to children at risk for maltreatment.
 - b. Diversity in the child welfare population and skills for working with diverse client populations.
 - c. Client issues and responses to child welfare intervention, including power differentials and involuntariness.

- d. Theories that explain child maltreatment and their social construction.
 - e. Assessment strategies to be used with children and adults with child welfare issues.
 - f. Interventions employed in the child welfare system and the evidence or lack thereof to support them.
 - g. Evidence-based treatment strategies used with traumatized children.
 - h. Relevant topic of your choice (prior approval needed)
2. Identify the scope of the problem
 3. Consider what you have learned in this course and in your field work/employment. Focus on how to put theory into practice. Analyze your knowledge base to a form of advocacy practice that will be dependent upon your analysis topic area (above). The advocacy strategy you choose should be based upon what makes the most sense for your topic area and recommendations where applicable.
 4. While preparing your Advocacy Application, please ensure that you focus on practice issues, especially poverty and parental problems in families in the United States, Canada, and Western Europe (if applicable).
 5. Pick **only one** of the following Advocacy Applications and present your assignment in the format that makes most sense. This will be discussed in more detail during class.
 - a. **Advocacy Letter Writing:** Writing letters to public officials and organizations is a common form of political action for both clients and social workers. Clients telling their personal stories put a “face” on a problem. Social workers and other professionals attempt to influence social problems by not only telling their client’s stories but also by adding “facts and figures” about the problem or issue.
 - i. Prepare a letter to an Administrator, Executive or “official” regarding your chosen child welfare issue. You are not required to send the letter; however, it must demonstrate the appropriate format and content. In the letter, explain your stance of the issue and why it is important to either change or maintain the current child welfare system. Your letter should include reference to national and international comparison, facts and figures regarding your chosen topic.
 - ii. This letter should be no more than two pages, single spaced.
 - iii. Attach a reference list of your resources in APA style. Ensure your letter is well-organized and written with excellent grammar and spelling as if you were going to send or present it.
 - b. **Infographic: “Infographics have an emotional power because they can show you an idea — or a relationship, or how something works — very quickly.** People respond to that. A persuasive infographic surprises the viewer. It moves them in some way and makes them want to keep looking at it or show it to other people (Ovans, 2014).” Review (Ovans, 2014) to further understand the importance and power infographics: <https://hbr.org/2014/04/what-makes-the-best-infographics-so-convincing>
 - i. For this assignment you will create a one-page infographic on the child welfare topic you chose above. Many students have used Canva in the past for this assignment; however, you can also use any software that you feel most comfortable using. You will not be graded per say on your graphic design skills but on your ability to convey the importance of your issue.
 1. It is clear to the viewer what you’re advocating for?
 2. Does your infographic share important statistics or information that is relevant to your child welfare issue?
 3. Would the viewer be able to interpret the importance of the issue at hand (i.e. is language persuasive and relates to social work values and ethics)?

- c. **Mock Testimony):** A succinct testimony provides information about the scope of the issue, attempts to modify the child welfare system and alternative to what is already being done nationally and internationally.
- i. Introduction: Who you are and why you are there to testify. Explain to people why they should pay attention.
 - ii. Summarize your main points: A succinct presentation of the main points that provides information about the scope of the issue and past attempts to change the child welfare system.
 - iii. Describe your Recommendations: Persuasively present your selected recommendation/solution and provide supporting evidence on why it's the most desirable.
 - iv. Social Work Practice Implications: Using the NASW Code of Ethics, identify what social work values are embedded in this recommendation and what are the implications for social work practice.
 - v. Wrap Up: Succinctly summarize the main points of your presentation.

d. Attendance and class participation (5 points, due every week for full credit)

Attendance is expected at each synchronous class and any asynchronous activities that you may be assigned and is extremely important because the discussions that occur in class cannot easily be replicated outside of the classroom from simply reading the assigned materials. Participation in class discussions, in class exercises, and small group discussions is expected and will contribute to your final grade. Participation means grounding your comments and analysis in the readings and other class materials – not simply offering your general opinion on a topic. If you experience difficulties in participating in discussions for technological, linguistic, cultural, or other reasons, please meet with me to explore ways in which you can become an active participant in class. If you need to miss a class, please email me at smonica@umich.edu to let me know you will be missing a class. We can discuss what needs to be done to make up for the missed class. Please refer to the [Policy on Class Attendance](#) found in the MSW Student Guide.

e. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following scale:

Assessment Classification	Range	Grade	Grade Point
Excellent Work	94-100	A	4.0
(above course expectations)	91-93	A-	3.7
Good Work	88-90	B+	3.3
(meets course expectations)	84-87	B	3.0
	81-83	B-	2.7

Poor Work	78-80	C+	2.3
(meets minimal course expectations)	74-77	C	2.0
	71-73	C-	1.7
Failing Work	0-70	F	0.0

The criteria for each grade are as follows:

- A Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of the assignment. The difference between A+, A, and A- is based on the degree to which these skills are demonstrated.
- B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity, or complexity in the completion of the assignment.
- B Mastery of subject content at level of expected competency – meets course expectations

Four Notes on Grading:

1. Class attendance and class participation are essential for this course. Therefore; you are expected to attend, to be prepared, and to make reasonable contributions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.
2. It is best not to assume you will receive an “A” in this course. I grade on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.
3. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific; and must be based on substantive arguments (or mathematical errors) not on nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.
4. Here are some reference links regarding grading:
 - o [Grades in Academic Courses and in Field Instruction](#)
 - o [Student Grievance procedures](#)
 - o [CRLT Testing and Grading](#)

General Expectations for Written Work. Written work will be evaluated in relation to how well it addresses the topic and the clarity of the presentation. It is important to follow assignment instructions carefully. Please edit your work. If possible have someone proofread for you. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Please note I do grade on the quality of the writing. Clear writing is generally aligned with clear thinking.

Due Dates

Due dates will be posted on Canvas. All assignments must be submitted to the appropriate folder on Canvas by the posted deadline. Exceptions to the due dates will require prior permission. I understand that it can be challenging to complete coursework while working and attending class from home, where you may be immersed in additional responsibilities. I have spread the required assignment throughout the semester in order to avoid a large final assignment. Because each assignment really does have an impact on your grade, please do let me know if you foresee a problem with a due date.

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259.

I may re-evaluate the submitted work, and/or I may ask you to complete additional work in order to bring the work up to standard in order to adjust your grade.

Please consult the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances can be referenced using these links](#).

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without my advance written permission. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to me in advance of any recording being done. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet, social media or sharing with others.

Even when permission to record has been given, I reserve the right to disallow recording for a portion of any class time where privacy is a special concern. Due to the sensitive nature of the topics we will be discussing, there will be several times when a recording in process will be stopped and where I will require any students who are recording to cease recording so that we may have an open and honest discussion.

When I choose to record a class, I will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on Canvas. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in

part, without the written consent of the instructor. . Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

Class Discourse

Discussion of child welfare, child abuse and neglect can be an emotional topic and could serve to trigger painful memories or create anxiety in students due to any number of factors. Discussion of child maltreatment necessarily involves risk, divergent points of view and conflict. It is imperative to respect differences in perspective and seek to understand those differences. While my goal is to ensure that the classroom is a safe learning space, discussion, and the growth and learning that arises from it, can sometimes be uncomfortable or invoke an emotional reaction to the topic being discussed. I hope that all students work with me to create and foster a learning environment that promotes social justice, inclusion, equity and thoughtful coverage of the subject matter.

This is an opportunity for all of us to engage in professional discourse and to broaden our mutual development of cultural humility. We will examine how the structure of current programs and policies designed to prevent or to address child maltreatment have evolved from and still reflect biases and negative beliefs about various populations or social identity groups. Disagreements are expected and are welcomed as long as we respect diverse opinions and one another and refrain from attacking or insulting others. For some topics, I will structure a formal debate format in order that multiple sides of an issue are clearly heard and rebutted. I may also ask you to take the opposite side of an issue from what you might normally prefer. This is to help you expand your thinking about the topic, solidify your point of view and help you understand what the opposition to a position you may wish to take may be thinking, thus the better prepared you are to address that opposition.

I believe that all of us are learning together, and as such, I will ask many questions of you in class. Through dialog and careful consideration of issues, you will learn how to create, evaluate and analyze the child welfare system in simple and complex forms, and to think carefully about the issues at hand. I ask questions to prompt thinking, to provoke reaction and to help you hone your point of view. Remain open to evidence presented, which may conflict with your own personal viewpoints and perspectives. I expect you to be engaged in the course material and contributing questions and comments in class discussions. Your class participation score is not solely dependent upon how frequently you speak in class, rather on the quality of your participation, your attention to the subject matter and your willingness to engage with the subject matter.

Protect confidentiality

One of the fundamental ethical values of social work is protecting client confidentiality. In this seminar, you will be exposed to conversations or environments that involve real individuals and real families. You will be expected to keep class materials/activities confidential.

- g. COVID-19 Statement
- h. For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and

compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

i. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*