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**SW 3402: Child Abuse and Neglect:  
Intervention and Prevention University  
of Minnesota, School of Social Work  
Spring Semester 2001**

Cari Michaels

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2001



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## Contact Information

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Class: Mondays, 1:55 - 4:55p.m. 155 Peters Hall

Office Hours: Mondays 12:30 - class time (or by appointment)

CAPS website: CAPS [<http://www.mincava.umn.edu/caps>]

## Course description

This interdisciplinary liberal arts course is a comprehensive study of child maltreatment and family violence today. It is intended to offer the undergraduate student a wide breadth of understanding regarding the prevalence, scope, dynamics and contemporary response and preventive strategies for individual, family and community analysis. The course is structured to examine child abuse within an ecological perspective and a risk/resilience framework. It will focus on developing strategies likely to support healthy children, families, and communities. This should be considered a beginning study for students interested in working with children, their families, and the policies that impact them. Course content is particularly relevant to students in the fields of sociology, education, child psychology, early childhood education, public health, public policy, and other related areas.

## Objectives

By the end of this course, each student will be able to:

1. Understand the history and theories of child maltreatment in the United States
2. Define child neglect, physical abuse, emotional abuse, sexual abuse, and domestic violence
3. Discuss the impact and dynamics of child maltreatment within an ecological framework
4. Identify federal, state, and community policies impacting children and families
5. Compare strategies designed to prevent or reduce child maltreatment in legal, social, and therapeutic contexts
6. Examine racial, ethnic, gender, and socioeconomic factors as they impact child abuse and neglect
7. Understand primary, secondary, and tertiary prevention principles and programs

8. Understand risk and resilience within individual, family, and community systems
9. Develop initial prevention/intervention strategies likely to decrease child maltreatment and increase the well-being of children, families, and communities

## **Course format and participation**

The class will meet on Mondays from 1:55 to 4:55 p.m. Course content will be delivered using a variety of lecturers and instructional methods. Lectures, discussions, guest speakers, demonstrations, role plays, videotapes and films will be utilized. Attendance and active participation are expected; absences or late arrival may be reflected in the student's grade. During each class session, we will hold a brief discussion about our observations of course readings, virtual "field trips", and class-related research. The purpose of this interactive discussion is to synthesize our learning in each of these areas, understand varying viewpoints, and provide feedback to the instructor regarding class learning. You will be expected to identify one or two items that caught your attention, took you by surprise, or presented a concept you disagreed with. You may also choose items that interested you enough to consider choosing it as a paper topic. Participation in this course will in part be based on your participation in these weekly discussions.

Students are expected to participate actively in class discussions, drawing upon readings, assignments, etc. This requires that you complete readings before class so that you can use class sessions to link your learning from readings, assignments and experiences. You are expected to listen to the ideas and views of others, which will sometimes include learning to understand and appreciate viewpoints and experiences which are very different from your own. You are also expected to articulate your own viewpoints in a clear and respectful fashion so your peers may have the benefit of your perspective.

## **Course ground rules and expectations**

During our brief time in class together, we will discuss sensitive topics related to child maltreatment, violence, discrimination, battering, and political/legal issues. In order to create a constructive and supportive learning environment, it is expected that all class members will participate in class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. The purpose of this course is for instruction, not individual counseling or therapy. If you have needs beyond what the course offers, please see the instructor for referrals to other services.

## **Policy on the use of student papers**

At times, the instructor may ask students for a copy of their paper to use as a sample paper for students in future classes. If asked, students have the right to decline without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.

## Policy on disabilities

Students who have disabilities that affect their participation in the course may notify the instructor if they wish to have any specific accommodations considered in the instructional or examination format. Also, the University of Minnesota has a Disabilities Service Office at (612) 624-8281.

## School of Social Work scent policy

School of Social Work Scent Policy: Some persons employed or studying in the School of Social Work report sensitivities to various chemical-based or scented products. We ask for everyone's cooperation in our efforts to accommodate their health concerns. For more information contact the Director of Graduate Studies at (612) 624-3779.

## Course assignments

Measurement of student learning will be judged on completion of the items listed below. Extensions of the due date(s) are not given except when negotiated and contracted with the instructor.

1. Class participation (15%) Class participation will determine 10 percent of the student's grade. Students are expected to attend each class and to come prepared to discuss the reading assignments for that day. Students are also expected to engage in in-class small-group discussions and group projects. Preparedness and participation in the brief weekly discussions related to course readings will be considered in this portion of the student's grade.
2. Journal reflection papers (30%) Students will keep journals to be reviewed three times by the instructor (each 10 percent of student's grade). The purpose of journal-writing is to explore in more depth your understanding of and reactions to the course readings, guest lecturers, and class discussions. Journal reflection papers should be approximately 2-3 pages in length and should address one of the topics presented in class (topic choices will be given near the beginning of the course). These papers can be relatively informal (you are encouraged to include personal observations and interpretation) but should also be written in a professional style. You do not need to include references or citations unless you quote or paraphrase an outside source.

Journal Reflection Paper #1 - due February 5th

Journal Reflection Paper #2 - due February 26th

Journal Reflection Paper #3 - due April 23rd

In addition to the three graded journal entries required for this class, you are encouraged to keep a private journal to help you process the information you are learning. This course presents many challenging issues and consists of a diverse student body, and the course format will not allow for a complete synthesis of all information presented. Consider keeping a private journal as a supplemental learning tool if you think this would be helpful to your learning process.

1. Exploratory Paper (25%) You will be expected to write an exploratory paper (approximately 6 pages in length) - due March 19th. The purpose of this assignment is to measure your ability to

write professionally about a child abuse topic, and to focus your study on prevention and intervention. You will receive more information about the scope and expectations for this paper early in the semester.

2. Final Exam (30%) This course will include a final exam during exam week (date and time to be announced). The exam will be a combination of question types, including short answers, multiple choice, true/false, and one or two essay questions. You will receive a course review tool that will help you prepare for the exam, and the final class period will include a question and answer session. Please contact the instructor early in the semester if you need specific accommodations for this exam.

## Grading scale:

1. 93-100% . . . A
2. 90-92% . . . A-
3. 87-89% . . . B+
4. 83-86% . . . B
5. 80-82% . . . B-
6. 77-79% . . . C+
7. 73-76% . . . C
8. 70-72% . . . C-
9. 67-69% . . . D+
10. 63-66% . . . D

## About grades

The grade of A denotes superior performance that is both consistent and outstanding. This student demonstrates an ability to master key course concepts and critically analyze prevention implications. The grade B denotes good, steady, adequate performance with the ability to understand key concepts of the course. The grade C denotes a performance that meets course requirements in all respects. The grade D denotes achievement that is worthy of credit even though it fails to meet fully the course requirements. The grade F denotes failure and signifies that work was either (1) completed but at a level of achievement that is not worthy of credit, or (2) was not completed and there was no agreement between the instructor and student that the student would be awarded an "I". P denotes a grade of A-C. Submission of work which is not one's own, will result automatically in no credit for the course.

Students can access grades by going to the OneStop website: <http://onestop.umn.edu> [<http://onestop.umn.edu>]. You will need to have your X500 Login and Password to gain access to these records.

## Incompletes

Incompletes are discouraged. If an incomplete is necessary, students are required to make this request before the end of the course. A written contract with the instructor is expected indicating a completion date. The School's policy is that a student who incurs an incomplete in a social work course must complete the work to receive a grade within 6 months, including summer. If not completed, the grade of "I" will be changed to an "F".

## Late assignments

Late assignments will not be accepted except under the most extreme circumstances, and then only with the prior approval of the professor. Points will be deducted from total earned points on late assignments. Incomplete grades will not be considered in this course except in the most extreme circumstances. If circumstances do arise which prevent a student from completing the requirements of this course on time, he or she must contact the instructor immediately to discuss an appropriate resolution of the situation. Pursuant to School of Social Work policy, the student must develop a contract with the instructor that will describe the work which remains to be completed and the date by which the work must be submitted to the instructor. You may receive a copy of the contract from your instructor. In addition, you are to be advised that incomplete course grades will be converted to an "F" grade if not completed within two semesters.

## Required readings

There is one required text for this course, plus a number of required online or printed articles.

The required text is:

Winton, M.A. and Mara, B.A. (2001). *Child Abuse and Neglect: Multidisciplinary Approaches*. Allyn and Bacon: Boston, MA.

Required text and printed articles are available for purchase in Books Underground, the St. Paul Student Center bookstore. Required online articles are listed in the syllabus under each course date and must be obtained on your own prior to each class.

In addition to required readings, a complete bibliography of optional readings appears at the end of this syllabus. These articles have informed class lectures and provide research relevant to the assignments for this course. Many are available from the instructor.

## **Class One: January 22, 2001**

### **Topics:**

1. Course introduction and review
2. Interactive group exercise: thresholds and individual perspectives
3. Historical perspectives of child maltreatment

## **Class Two: January 29, 2001**

### **Topics:**

1. Scope of child maltreatment: state, national, global
2. Ecological perspectives of child maltreatment
3. Definitions, dynamics, statistics
4. Theories of child maltreatment and family systems

### **Required readings:**

Winton, M.A. and Mara, B.A. (2001). child Abuse and Neglect: Multidisciplinary Approaches. Chapter 1, pp. 1 - 27.

What is child Maltreatment - <http://www.calib.com/nccanch/pubs/factsheets/childmal.cfm>

child Abuse and Neglect National Statistics <http://www.calib.com/nccanch/pubs/factsheets/can-stats.cfm>

## **Class Three: February 5, 2001**

### **Journal Reflection Paper #1 - due**

### **Topics:**

1. Overview of physical, sexual, emotional abuse and neglect
2. Physical abuse
3. Definitions, indicators, professional responses, and prevention
4. Group activity - Global Violence Prevention: An online case study about family violence

**Required readings:**

Winton, M.A. and Mara, B.A. (2001). child Abuse and Neglect: Multidisciplinary Approaches. Chapter 2, pp. 28 - 47.

English, D.J. (1998). The Extent and Consequences of child Maltreatment. The Future of children: Protecting children from Abuse and Neglect, 8 (1), pp. 39 - 53. Online at <http://www.futureofchildren.org/>

Winton, M.A. and Mara, B.A. (2001). child Abuse and Neglect: Multidisciplinary Approaches. Chapter 4, pp. 59 - 76.

## **Class Four: February 12, 2001**

**Guest lecturer:**

Ann Ahlquist, CAPS Instructor School of Social Work Instructor

**Topics:**

1. childhood sexual abuse - definitions, indicators, professional responses, and prevention

**Required readings:**

Winton, M.A. and Mara, B.A. (2001). child Abuse and Neglect: Multidisciplinary Approaches. Chapter 3, pp. 48 - 58.

Daro, D. (1994). Prevention of child Sexual Abuse. The Future of children: Sexual Abuse of children. Center for the Future of children: David and Lucile Packard Foundation. Online at: [http://www.princeton.edu/futureofchildren/publications/docs/04\\_02\\_10.pdf](http://www.princeton.edu/futureofchildren/publications/docs/04_02_10.pdf)

Daro, D. (1991). child Sexual Abuse Prevention: Separating Fact from Fiction. child Abuse and Neglect, 15, 1 - 4.

## **Class Five: February 19, 2001**

**Topics:**

1. Emotional and psychological abuse - definition, indicators, professional responses, and prevention
2. child neglect

**Required readings:**

Winton, M.A. and Mara, B.A. (2001). Child Abuse and Neglect: Multidisciplinary Approaches. Chapter 6, pp. 87 - 99.

Winton, M.A. and Mara, B.A. (2001). Child Abuse and Neglect: Multidisciplinary Approaches. Chapter 5, pp. 77 - 86.

Erickson, M.F. and Egeland, B. (1996). Child Neglect. In APSAC Handbook of child Maltreatment. Sage Publications: Thousand Oaks, CA. pp. 4 - 20.

## **Class Six: February 26, 2001**

### **Journal Reflection Paper # 2- due**

#### **Guest lecturers:**

Naomi Kahn, Supervisor-children's Program of the Domestic Abuse Project [<http://www.mndap.org>]

Anna Hagemeister, CAPS Instructor School of Social Work Instructor

#### **Topics:**

1. Understanding domestic violence
2. The impact of domestic violence on children
3. Working with children from violent homes

#### **Required readings:**

Schechter, S. and Edleson, J. (1994). In The Best Interest of Women and children: A Call for Collaboration between child Welfare and Domestic Violence Constituencies. Online at: </documents/wingsp/wingsp.shtml>

## **Class Seven: March 5, 2001**

#### **Guest lecturer:**

Terrie Rose, Program Coordinator Irving B. Harris Training Center for Infant and Toddler Development

#### **Topics:**

1. Substance use, pregnancy, and child maltreatment
2. Other forms of child maltreatment

#### **Required readings:**

Miller-Perrin, C. L. and Perrin, R.D. (1999) Other forms of child maltreatment. In child Maltreatment: An Introduction. Sage Publications: Thousand Oaks, CA. pp. 197-232.

Prevent child Abuse America, Maltreatment of children with Disabilities. Online at [http://www.preventchildabuse.org/learn\\_more/research\\_docs/maltreatment.pdf](http://www.preventchildabuse.org/learn_more/research_docs/maltreatment.pdf)

Prevent child Abuse America, The Relationship between Parental Alcohol or other Drug Problems and child Maltreatment, Online at [http://www.preventchildabuse.org/learn\\_more/research\\_docs/parental\\_alcohol.pdf](http://www.preventchildabuse.org/learn_more/research_docs/parental_alcohol.pdf)

## **Class Eight: March 12, 2001**

### **Topics:**

1. Primary, secondary, and tertiary levels of prevention
2. Viewing child maltreatment within a public health context
3. Developing prevention strategies

### **Required readings:**

Winton, M.A. and Mara, B.A. (2001). child Abuse and Neglect: Multidisciplinary Approaches. Chapter 11. Prevention of child Abuse and Neglect.

Bethea, L. (1999). Primary prevention of child abuse. American Family Physician, -- online at <http://www.aafp.org/afp/990315ap/1577.html>

Harrington, D. and Dubowitz, H. (1999). Preventing child Maltreatment. In Family Violence: Prevention and Treatment (2nd edition). Hampton, R.L. (Ed.). Sage Publications: Thousand Oaks, CA.

Carter, J. Domestic Violence, child Abuse, and Youth Violence: Strategies for Prevention and Early Intervention. Family Violence Prevention Fund, online at </link/fvpf2.htm>

## **Class Nine: March 19, 2001**

### **Exploratory Paper due**

### **Topics:**

1. To be announced

## **March 26**

University of Minnesota Spring Break - No class

## **Class Ten: April 2, 2001**

### **Child Abuse Prevention Month**

#### **Guest lecturers:**

Diane Knust, School of Social Work Instructor

Alice Lynch, CAPS Instructor Executive Director, BIHA Women in Action

#### **Topics:**

1. Global Perspectives of child Maltreatment
2. Understanding worldwide cultural and ethnic context of child maltreatment
3. Group Work - preparation for in-class presentations

#### **Required readings:**

Abney, V. (1996). Cultural Competency in the Field of child Maltreatment. In APSAC Handbook of child Maltreatment, Sage Publications: Thousand Oaks, CA. pp. 409 - 419.

## **Class Eleven: April 9, 2001**

#### **Guest lecturer**

#### **Topics:**

1. Risk, resiliency, and protective factors
2. Interviewing children and families

#### **Required readings:**

Winton, M.A. and Mara, B.A. (2001). child Abuse and Neglect: Multidisciplinary Approaches. Chapter 8 pp. 124 - 160.

Winton, M.A. and Mara, B.A. (2001). child Abuse and Neglect: Multidisciplinary Approaches. Chapter 9 pp. 161 - 201.

Thomlinson, B. (1997). Risk and Protective Factors in child Maltreatment. In Risk and Resiliency in childhood: An Ecological Perspective. NASW Press: Washington, D.C.

## **Class Twelve: April 16, 2001**

### **Guest lecturers:**

Monica Bogucki, BSW, JD Legal Aid Society of Minneapolis

Paul Lennander, M.A. child Protection Social Worker, Hennepin County

### **Topics:**

1. child maltreatment and the legal system
2. child protection
3. Mandated reporting

### **Required readings:**

Winton, M.A. and Mara, B.A. (2001). child Abuse and Neglect: Multidisciplinary Approaches. Appendix B: Reporting child Abuse and Neglect. pp. 243 - 245.

Minnesota Department of Human Services (2000). A Resource Guide for Mandated Reporters. Online at <http://www.dhs.state.mn.us/childint/programs/childprotection/prevharm.htm>

Four Commentaries: How we can better protect children from abuse and neglect. (1998). In The Future of children: Protecting children from Abuse and Neglect, 8 (1), pp. 120 - 132. Online at: [http://www.princeton.edu/futureofchildren/publications/docs/08\\_01\\_Commentaries.pdf](http://www.princeton.edu/futureofchildren/publications/docs/08_01_Commentaries.pdf)

## **Class Thirteen: April 23, 2001**

### **Journal Reflection Paper #3 - due**

### **Guest lecturer:**

Dave McCollum, M.D.

### **Topics:**

1. Interdisciplinary professional responses
2. Course review and wrap-up

### **Required readings:**

Winton, M.A. and Mara, B.A. (2001). child Abuse and Neglect: Multidisciplinary Approaches. Chapter 7, pp. 100 - 123

## **Class Fourteen: April 30, 2001**

### **Topics:**

1. Course review and wrap-up
2. Final exam question and answer period

### **Required readings:**

Donnelly, A.C. (1997). We've come a long way, but the challenges ahead are mighty: Commentary. *Child Maltreatment*, 2 (1), 6 - 11.

## **Final exam**

date and time to be announced

## **Bibliography**

Andrews, L. and Trawick-Smith, J. (1996). An Ecological Model for Early childhood Violence Prevention. In R.L. Hampton, P. Jenkins, T.P. Gullotta (Eds.), *Preventing Violence in America*, 4 (pp. 233 - 261). Sage Publications: Thousand Oaks, CA.

Austin, Juliet and Dankwort, Juergen (1997). A review of standards for batterer intervention programs. [http://www.vawnet.org/applied-research-papers/print-document.php?doc\\_id=393](http://www.vawnet.org/applied-research-papers/print-document.php?doc_id=393)

Bergen, R.K. (Ed.). (1998). *Issues in Intimate Violence*. Sage Publications: Thousand Oaks, CA.

Carter, J. and Schechter, S. (1997). child abuse and domestic violence: creating community partnerships for safe families. <http://www.mincava.umn.edu/link/fvpf1.htm>

Center for the Future of children. (1998). *Protecting children from Abuse and Neglect.*, 8 (1). The David and Lucile Packard Foundation: Author.

Edleson, Jeffrey L. (1995). Do batterers' programs work? [www.mincava.umn.edu/documents/battrx/battrx.shtml](http://www.mincava.umn.edu/documents/battrx/battrx.shtml) [/documents/battrx/battrx.shtml]

Edleson, J.L. (1997). Problems associated with children's witnessing of adult domestic.

Family Violence Prevention Fund. Improving your health care response to domestic violence.

Gondolph, E. (1995). Characteristics of batterers in a multi-state evaluation of batterer intervention systems. [/documents/gondolf/batchar/batchar.shtml](http://www.mincava.umn.edu/documents/gondolf/batchar/batchar.shtml)

Hart, Barbara J. and Stuehling, J. (1992). Personalized safety plan. [/documents/hart/persona.shtml](http://www.mincava.umn.edu/documents/hart/persona.shtml)

Hart, Barbara J. (1995). Coordinated community approaches to domestic violence. /documents/hart/nij.shtml

Jackson, M. and Garvin, D. Coordinated community action model. www.mincava.umn.edu/documents/ccam/ [/documents/ccam/]

Miller-Perrin, C.L. and Perrin, R.D. (1999). child Maltreatment: An Introduction. Sage Publications: Thousand Oaks, CA.

Minnesota Department of Human Services (1999). Laws related to domestic violence involving children, including 1999 amendments to neglect definition in maltreatment of minors reporting act.

Minnesota Department of Human Services (1998). What can I do to prevent harm to children? A resources guide for mandated reporters. [http://www.dhs.state.mn.us/childint/programs/childprotection/prevharm.htm]

Meyer, C.R. (Ed.). (1994). Domestic Violence Intervention [Special issue]. Minnesota Medicine, 77.

Minnesota Office of the Legislative Officer (1999). Juvenile out-of-home placement. http://www.auditor.leg.state.mn.us/ped/1999/juv99.htm

Minnesota Statutes 626.52 (1998). Reporting of suspicious wounds by health professionals. http://www.revisor.leg.state.mn.us/stats/626/52.html

Minnesota Statutes 626.556 (1999). Reporting of maltreatment of minors. http://www.revisor.leg.state.mn.us/stats/626/556.html

Minnesota Statutes 629.341 (1999). Allowing probable cause arrests for domestic violence: immunity from liability. http://www.revisor.leg.state.mn.us/stats/629/341.html

Ramsey County Initiative for Violence-Free Families and Communities (1997). Interrupting the cycle of violence: addressing domestic violence through the workplace. /documents/interrupt/interrupt.shtml

Sadusky, Jane. (1994). Working effectively with the police: a guide for battered women's advocates. http://www.vaw.umn.edu/documents/bwjp/policev/policev.html

Shepard, M. (1999). Evaluating coordinated community responses to domestic violence. http://www.vawnet.org/applied-research-papers/print-document.php?doc\_id=379

Women's Issues and Social Empowerment (1998). Myths about domestic violence: Domestic violence information manual. www.infoxchange.net.au/wise/DVIM/DVMyths.htm (Editor's Note: As of 3/14/2003 this link is no longer active).