A. Description of Course Content
Examines knowledge/technique in child physical/emotional/sexual abuse, physical/emotional neglect, and exploitation interventions. Includes interviewing, identification, legal issues, assessment/evaluation, case management, and intervention, follow-up. Prerequisite: SOCW 5311; Co-requisite: SOCW 5362 OR SOCW 5352 OR SOCW 5342.

B. Student Learning Outcomes
The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, this course focuses on all nine competencies at the advanced level.

Competency 1: Demonstrate Ethical and Professional Behavior
Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.

Advanced social workers in children and families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

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

Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

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

Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”

Advanced social workers in children and families recognize disparities in the distribution of resources across families.

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

Advanced social workers in children and families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.

Advanced social workers in children and families develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.

**Competency 5: Engage in Policy Practice**

Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families.

Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families.

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

Advanced social workers in children and families effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.

Advanced social workers in children and families will be able to understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.

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

Advanced social workers in children and families use multidimensional bio-psycho-social-spiritual assessment tools.

Advanced social workers in children and families assess the quality of interactions between family members within their social environment.
Advanced social workers in children and families will be able to compare and assess the various etiology and interventions relevant to children and families.

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

Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.

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

Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.

**C. Required Textbooks and Other Course Materials**


*This book can be found online at the UTA Library; students will be required to read two chapters out of this book.

**D. Additional Recommended Textbooks and Other Course Materials**


**E. Descriptions of Major Assignments and Examinations**

Continuing the course after distribution and review of the syllabus constitutes informed consent to participate in the course, per syllabus criteria. In addition to assignments listed below, each student is expected to read 100% of the assigned reading material and to come to each class (in person or online) prepared to discuss (e.g., ask and answer relevant questions) the reading material.

Students will be required to actively utilize the online program to access course assignments, required reading assignments, and to communicate with peers and the professor throughout the semester.

**Syllabus Quiz**

*Addresses Competency 1*

**5 Points**

**Due Date: 3/28**
Students will have a syllabus quiz to introduce the course. The quiz will be untimed and will have unlimited attempts.

Self-Care Quiz

*Addresses Competencies 1 and 2*

**5 Points**

**Due Date: 5/13**

Students will have a quiz over the materials in the module discussion self-care. The quiz will be untimed and will have unlimited attempts.

**Discussion Boards-General Information**

Due to the interactive nature of this course discussion boards cannot be made up. Please note that if you fail to submit your discussion board on time you will not receive credit for the discussion board.

Active participation in the discussion boards is critical to ensure student learning.

Each student will also need to monitor their post in case a peer asks an additional question. The assessment criteria for the course discussion boards includes evaluation of the quality and quantity of your participation in the discussion boards.

Posts, responses, and questions should be thoughtful and thorough. Students who post “I agree” or “I thought the same thing” will not get credit for the post. If you support those statements with examples, experience, or other references, then you will get credit for the discussion board.

Ensure your post has appropriate grammar and spelling, as well as APA if applicable. Your post and/or your question should address the topic for the discussion board.

You are encouraged to revisit the discussion board and respond to what your peers have posted to your response.

**Online Discussion "Netiquette":**

Read existing postings and do not just repeat what has already been said by your peers. Use appropriate language. Do not use inappropriate and/or offensive language.

Be careful with humor and sarcasm.

Do not use ALL CAPS in an online environment.

Be respectful of your peers. Treat everyone equally as if you were communicating face to face.

**Introduction Discussion Board**

*Addresses competencies 1 and 2.*

**5 Points**

**Initial Post due 3/26**

**Peer response(s) due 3/28**

Initial posts for the Introduction Discussion Board are due on Friday at 11:59pm and peer response(s) will be due on Sunday at 11:59pm.
This discussion board will get us started for the semester and provides an opportunity for students to get to know one another, as well as the instructor. Additional information and the prompt will be posted online.

*See grading rubric online for additional grading criteria.*

**Exploring Bias Discussion Board**

Addresses competencies 1, 2, 3, 5 and 7

5 Points

Initial Post due 4/23

Peer response(s) due 4/25

Initial posts for the Exploring Bias Discussion Board are due on Friday at 11:59pm and peer response(s) will be due on Sunday at 11:59pm.

Students will read and review materials posted to the discussion and respond to the prompt, which will be posted online.

*See grading rubric online for additional grading criteria.*

**Case Exercise Discussion Boards**

Addresses Competencies 2, 6, 7 & 8

**Due Dates**

Physical Abuse

Part One (Group Post)-4/4

Part Two (Individual Responses)-4/7

Sexual Abuse

Part One (Group Post)-4/11

Part Two (Individual Responses)-4/14

Neglect

Part One (Group Post)-4/18

Part Two (Individual Responses)-4/21

Part One-Group Post

5 points each

Students will work in small groups during modules 2, 3 and 4 to answer the questions for the case exercise from the book *Understanding Child Maltreatment: An Ecological and Developmental Perspective*; this book can be accessed through UTA’s online library.

For each of the case exercises a student will be assigned as the group leader who will be in charge of
combining the groups responses and submitting them to the Part Two discussion board. Group Leaders will go in alphabetical order by last name (A-Z).

Group responses are due to the Part Two Discussion Board on Sunday at 11:59pm

Students will need to utilize APA for their discussion posts.

Please note that the case exercise can be found on the following pages:

Module 2-Physical Abuse-Chapter 3 & 4-Infancy and Toddlerhood-Case Exercise located on pp. 96-98

Module 3-Sexual Abuse-Chapter 7 & 8-Middle Childhood-Case Exercise located on pp. 187-188

Module 4-Neglect-Chapter 9 & 10-Adolescence-Case Exercise located on pp. 242-244

See grading rubric online for additional grading criteria.

Part Two (Individual Responses)

15 points each

Part Two of the discussion board consists of students individually responding to the case exercise answers in a separate discussion board, that will be noted with Part Two.

Individual responses are due on Wednesday at 11:59pm

Due to the interactive nature of this course discussion boards cannot be made up. Please note that if you fail to submit your discussion board on time the discussion board will be closed, and you will not receive points for that discussion board.

See grading rubric online for additional grading criteria.

Case Study Presentation

Addresses Competencies 1, 2, 4, 6, 7, 8, and 9

15 Points

Due Date: 5/2

Please note students can choose to complete this assignment individually, with a partner, or in a group of up to 3 people.

A discussion board title “Partner Presentations” will be available. Students who want to work with a partner may post in there and are responsible for finding a partner and then determining how they want to communicate once they have identified a partner. Each student will be responsible for submitting the assignment under the "Assignments in the online course."

The purpose of this assignment is to develop presentation skills and familiarize students with other case situations; therefore, students will record a visual presentation (PowerPoint, Prezi, Google, etc.) on a case of child maltreatment (physical abuse, sexual abuse, neglect, emotional abuse) or a combination of child maltreatment. The recorded video can be in PowerPoint, YouTube, Canvas Studio, Zoom or another presentation platform. The presentation will include you or members of your group speaking in the video. Students are encouraged to utilize Canvas Studio as it has a closed captioning feature in order to ensure
accessibility.

The presentation can be an actual case or one from a documented source. Students may include 1 short video that is no longer than 2 minutes in their presentation. There is no set time requirement for this presentation, but average time of presentations in previous semesters is 8-10 minutes.

If students utilize a reference in their presentation, they must include a reference page. If students utilize a direct quote it needs to be cited in proper APA format on that slide. The presentations should be your own, in your own words.

Presentations will be posted to the Case Study Presentation discussion board. Include a description of what type of abuse the presentation will discuss.

Presentations will include the following:

**History of the client and family:**
Description of history of client and family, and reason for referral to agency. (If using an actual case, be sure to maintain client’s confidentiality by disguising all references to them.)

**Assessment:**
Identification of client’s problems or needs as you understood them. Include a brief assessment, especially of client’s strengths and challenges that are related to the presenting problem. If you utilized an assessment tool discuss this tool and why you choose that particular assessment.

**Interpersonal & Intrapersonal:**
Interpersonal dynamics within the family.

Intrapersonal issues (individual family members: history of abuse? mental illness? etc.)

**Environmental Factors:**
Environmental factors impacting the case (economic, housing, transportation, etc.)

**Intervention Plan:**
Description of your intervention plan including the short- and long-term goals for the child and family? Was your intervention a part of a larger plan implemented by others? If so, what part did you play in it?

**Evaluation:**
Evaluation of the intervention. How effective is/ was the intervention in achieving the desired goals?

**Reflection:**
In reflecting on the case, is there anything you would do differently if faced with a similar case in the future?

**Reaction:**
Describe your personal reactions to the case (were there any unexpected developments that impacted your approach or impacted your reactions?)

*If you choose to do this assignment with a partner or in a small group, all individuals will need to include their personal reaction.

See grading rubric online for additional grading criteria.
Peer Presentation Critiques

5 Points

Due 5/9

Addresses competencies 1 and 2.

You will review 2 presentations and provide constructive feedback. Students are encouraged to review a different topic than you submitted your presentation on. For example, if you presented on physical abuse, then you may review presentations on sexual abuse, emotional abuse or neglect. The peer evaluations rubric will be posted online.

Extra Credit:

As the instructor for the course, I reserve the right to provide extra credit. Please do not assume that extra credit will be offered. If an extra credit opportunity is offered, it will have a specific due date, which will be strictly adhered to. At the end of the semester, please do not ask to for additional time to complete extra credit opportunities or additional extra credit opportunities, they will not be provided or opened back up to be turned in after the due date. Students are strongly encouraged to take advantage of any extra credit opportunities that are provided.

<table>
<thead>
<tr>
<th>Assignment(s)</th>
<th>Points</th>
<th>Due Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
<td>3/28</td>
</tr>
<tr>
<td>Introduction Discussion Board</td>
<td>5</td>
<td>Initial Post 3/26</td>
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<tr>
<td></td>
<td></td>
<td>Peer response(s) 3/28</td>
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<tr>
<td>Physical Abuse Case Study Discussion Board</td>
<td>20</td>
<td>Group Post 4/4</td>
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<td></td>
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<td>Individual Post 4/7</td>
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<tr>
<td>Sexual Abuse Case Study Discussion Board</td>
<td>20</td>
<td>Group Post 4/11</td>
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<td>Individual Post 4/14</td>
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<td>Individual Post 4/21</td>
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<td>Exploring Bias Discussion Board</td>
<td>5</td>
<td>Initial Post 4/23</td>
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<td></td>
<td></td>
<td>Peer response(s) 4/25</td>
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<tr>
<td>Case Study Presentation</td>
<td>15</td>
<td>5/2</td>
</tr>
<tr>
<td>Peer presentation critiques</td>
<td>5</td>
<td>5/9</td>
</tr>
<tr>
<td>Self-Care Quiz</td>
<td>5</td>
<td>5/13</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
<td></td>
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</tbody>
</table>

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as
part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

As the instructor of this section, it is expected that you engage in each module. Missed online activities will adversely affect your grade.

Additional requirements for the course:

A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to meet with the professor.

Meaningful class participation is one of the requirements of the university. For this online course, participation includes regularly accessing the course, thoughtful and thorough contributions to the discussions and questions, class activities engagement and constructive interaction with peers and the instructor.

Online activities may not be made up as the purpose of the activity is to focus on student engagement in the online classroom with peers and/or the professor.

G. Grading

*Note: Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

All assignments due by 11:59p on the day of the due date. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Expect the instructor to grade assignments within two weeks of the due date. Please do not ask when grades will be assigned before the two-week period. If a student has a question regarding his/her grade check the gradebook on Canvas. Federal law and FERPA ensure a student’s right to privacy and limits the instructor’s ability to discuss grades over the internet or via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

First-Read and view the assignments and the syllabus.

Second-Ask your question regarding the course materials through an e-mail to the professor or the “Course Q and A” Discussion Board. Please keep in mind that asking a question regarding the course materials before you turn in your assignment is much better than asking your question about your grade.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Please see “Plagiarism Information” online for
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

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**H. Make-Up Exams**

There are no exams for the course.

*Please note:*

Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

Discussion Board posts are not accepted late and cannot be made up.

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Required Readings</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Chapter/Section</td>
<td>Assignments</td>
</tr>
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<tr>
<td>3</td>
<td>4/5-4/11</td>
<td>Sexual Abuse</td>
<td>Miller-Perrin &amp; Perrin-Chapter 4 Scannapieco &amp; Connell-Clark-Chapters 7 &amp; 8</td>
<td>Sexual Abuse Case Exercise DB Group post Sunday 4/11 Peer responses Wednesday 4/14</td>
</tr>
<tr>
<td>6</td>
<td>4/26-5/2</td>
<td>Responding to Child Maltreatment</td>
<td>Miller-Perrin &amp; Perrin-Chapter 8 pp.263-276</td>
<td>Presentation 5/2</td>
</tr>
<tr>
<td>8</td>
<td>5/10-5/14</td>
<td>Burnout, Vicarious Trauma and Self-Care</td>
<td>Miller-Perrin &amp; Perrin-Chapter 8; pp. 280-288; Online Materials</td>
<td>Self-Care Quiz 5/13</td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
• **Ask a Librarian**

**L. Grade Grievances**

For more information on the grade grievance process please see the [BSW Program Manual](#) or the [MSW Program Manual](#). Grade grievance can be submitted through the [BSW Grade Grievance form](#) or the [MSW Grade Grievance form](#) located on the [Forms and Resources](#) website.

**M. Institutional Policies**

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the [UTA Syllabus Institutional Policies](#) page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

**N. Mandatory Face Covering Policy**

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.