

**The University of North Carolina at Chapel Hill
School of Social Work**

Course Number: SoWo 860
Course Title: Child Welfare Perspectives and Practice
Semester: Fall 2019
Course Credits: 3 credit hours
Location: TTK Building, Room 102
Time: 5:30-8:30 PM, Mondays
Instructor: Amy Levine, MSW, LCSW
Office: TTK Building, Room 352
Mailing: UNC-Chapel Hill School of Social Work, 325 Pittsboro Street, CB# 3550
Chapel Hill, North Carolina 27599-3550
Email: amylevine@unc.edu
Phone: 919-962-6419

Office Hours: Mondays 12:00pm-1:30pm or by appointment

Course Description: This course focuses on the knowledge, skills, and critical thinking necessary for effective direct and community practice in child welfare. Students examine pertinent research, current events and initiatives in the state.

Course Goal: The course is designed to strengthen understanding and skills related to child welfare practice.

Course Objectives: At the completion of this course, students will be able to:

- Identify and demonstrate awareness of the legal direct practice and management functions required in a child welfare agency.
- Identify the effects of abuse and neglect and subsequent involvement with the child welfare system on children and adults throughout their lives.
- Learn specialized skills needed to effectively develop or provide services for family members involved in the child welfare system.
- Clarify one's personal perspective vis-à-vis the relationships that exist within the agency, and among diverse governmental, private non-profit or for profit social workers, client consumers and policy makers when the missions, value systems, and expectations are different.
- Identify or develop ways to work collaboratively within and outside the DSS system for the good of the client.
- Assess the effect of difference within the context of the child welfare system, including: populations-at-risk (families living in poverty, children without permanent caretakers, single parent families), ethnic and racially diverse families, LGBTQ+ families, and persons who are differently abled.

- Discuss the ramifications and ethical boundaries of working as a change agent, and/or an advocate for economic and social justice, in a political system that serves populations who often perceive themselves as possessing no power, disenfranchised, and/or victimized by the system.

Required Texts:

Klika, J. & Conte, J (Eds). (2017). *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks: Sage.

Related Readings:

Additionally, students will select one of the following.

Fisher, A. (2001). *Finding Fish*. New York: Harper Torch.

Bridge, A. (2008). *Hope's Boy*. New York: Hyperion.

Other readings (listed by class) will be available on Sakai.

Teaching Methods:

Core social work values include recognizing the dignity and worth of each person. In this course, I am committed to fostering an environment where the diversity of opinions and beliefs are honored and respected and students can take emotional and intellectual risks. Students are expected to respect each other's differences of opinion in order for this experience to be as safe as possible. If a student feels uncomfortable with any aspect of a class discussion I hope he or she will meet with the instructor to talk about it.

This weekly course will use a variety of teaching methods and activities to achieve course objectives. Students will be expected to share their perspectives about practice and management in public child welfare. Readings, videos, role-plays, assignments and lectures will enhance the information presented. Except when speakers are lecturing, the class will follow a seminar format.

Trauma Content:

This course includes some intense content related to traumatic events experienced by children, adolescents, and adults. Students may experience strong reactions related to their own trauma history, or related to their lack of previous exposure to detailed accounts of harm that children/adults experience. Students may find themselves emotionally triggered or possibly overwhelmed, as well as having judgmental thoughts (e.g., about victims, caregivers, and perpetrators of harm). Students are encouraged to develop and use self-care strategies during class sessions and when reading and/or completing assignments for class.

Students may have strong reactions that are more safely processed outside of the classroom and with appropriate support from the instructor or with professional support. In the event that students experience significant distress, please notify the instructor. The instructor will seek to foster a safe classroom environment in which

learning may occur. This includes setting guidelines for safe behavior collaboratively with students, preparing students for graphic case material, and utilizing alternative assignments when determined to be beneficial.

Attendance & Participation:

Since the class will generally follow a seminar format, group discussion is a critical component of this class. Full class participation is possible only when the student attends class regularly, arrives promptly with readings completed, is ready to respond to the subject matter under discussion and is prepared to ask questions when speakers present. Participation is defined as the willingness and ability to add to the discussion, using content from the readings, ask questions of each other, speakers or Amy, clarify issues that are salient for the student, and the willingness to bring personal and field experiences into the room that add richness and reality to the discussion. **To earn an H**, a student must come to class on time, stay for the entire class, and contribute to class discussion by referencing both class readings and practice experiences. In situations when students are ill or have an emergency, notification before the class is expected.

Students who are tardy or missing 3 classes (or more) may receive an L for the course, because it is not possible to meet course requirements for learning objectives with that level of absenteeism. Students are responsible for obtaining ALL announcements, instructional information, and handouts for class sessions they miss.

Course Expectations and Grading Criteria:

All written assignments are to be typed and finished in a fashion befitting professionals in the field unless otherwise specified in the directions. Students should expect to be graded on spelling, punctuation, grammar, and style, as well as the content and organization of their work. Although the subjects you write about will be emotional you are expected to write dispassionately (see <http://owl.english.purdue.edu/owl/resource/560/15/> for a further explanation of how to write well for graduate-level work). The font for all written assignments is Times New Roman size 12 point. All margins need to be set to 1 inch.

Policy on Incomplete and Late Assignments:

All assignments should be completed by the required due date. Assignments are considered late if not turned in on the due date. Please contact the instructor as soon as possible if there is an emergency that prevents you from completing an assignment. Grades will be lowered by 10%, per day including weekends, for each day the assignment is late unless special permission has been granted permission by the instructor.

A grade of Incomplete is given on rare occasions when there is sufficient reason to warrant it. It is the student's responsibility to initiate a conversation with the instructor in order to request an Incomplete.

Policy on Academic Dishonesty:

The Honor Code is in effect in this class and all others at the University. I am

committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <http://instrument.unc.edu>. If you have questions it is your responsibility to ask the instructor about the Code's application to this course.

All written work and other projects must be submitted with a **signed pledge** that states: **"I have not given or received unauthorized aid in preparing written work."** Please refer to the APA Style Guide, the SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Accessibility and Resources Services:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Equal Opportunity and Compliance (EOC) Statement:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs)** (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Writing Support

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab:<https://ssw.unc.edu/students/writing>).

Policies on the use of Electronic Devices in the Classroom:

Use of electronic devices for non-class related activities is prohibited. Cell phones should be turned off or put on vibrate during class. In the event of an emergency phone call related to the care of family please leave the classroom for your call.

Assignments and Guidelines

COURSE REQUIREMENTS OVERVIEW:

Requirement	Points	Date/Due Date
Class Attendance and Participation	15 points	Ongoing
Trauma Informed Practice Plan	10 points	Week 4
Book Reflection	15 points	Week 6
Child Interview Paper and Presentation	25 points	Week 11
Evidence Based Practice Online Training	10 points	Week 13
Child Welfare Topic Presentations	25 points	Week 14

1. Trauma Informed Practice Plan (10 points)

Students will review the "Bringing It Back To Work: Essential Elements" handouts developed by the National Child Traumatic Stress Network (NCTSN) as part of the *Child Welfare Trauma Training Toolkit* that outline specific practice strategies for implementing elements of trauma-informed care with children and families. Using the NCTSN materials as a guide, students will identify at least 3 trauma-informed practice strategies that they will commit to using over the course of the semester in their field placements/academic work. In a 2-3 page, double spaced document, students will articulate how they will implement each of the 3 elements in their current field placements/academic work. For those not currently in a field placement, students can refer to work in a previous practice setting to identify how trauma-informed strategies may have been helpful in improving policy and practice, or they can identify how using a trauma-informed lens may impact their current research and study around issues of child well-being. Students will be prepared to discuss their chosen practice strategies in class on Week 4 and will provide a verbal update on the success of this practice

implementation on Week 13.

2. Book Reflection (15 points)

To further understand how youth perceive the child welfare system interventions, students will read *Finding Fish* or *Hope's Boy*. Students will prepare a 4 page, double spaced document, thoroughly and thoughtfully addressing the following questions:

1. Describe the most meaningful, important aspect of the reading for you.
2. Explore the impact of the child's broader environment on his lived experience. Consider the following elements of the child's environment:
 - What role did the child's living environment, both within the home and surrounding community, play in the child's life?
 - What role did other aspects of social location (gender, race, social class, age, ability, religion, sexual orientation, and geographic location) play in the child's life?
 - What protective factors contributed to resilience for this child?
3. If you were the social worker involved with this child, how would your practice be similar to or different from previous workers?

3. Child Interview, Reflection Paper, and In-Class Presentation (25 points)

This assignment has three sections: an interview activity, a reflection paper, and a class presentation. Students will complete the interview activity and then will be graded on the reflection paper and class presentation.

- A. Interview Activity: Interviews constitute an essential skill in practice with children and families at risk of maltreatment. Social workers are expected to competently interview persons of disparate ages, in a wide range of contexts. This exercise builds on the specific skills required for interviewing of children between the ages of 3 and 16 years old.

During class time, children between ages 3 and 16 years who have volunteered to be part of this process will watch a brief video. Students will be paired with a child to interview them regarding the video and this session will be videotaped.

At the beginning of each interview the student is expected to establish rapport with the child and engage them in an age-appropriate manner. While asking questions about the video, the student is expected to use interviewing strategies learned in the preceding weeks.

- B. Reflection Paper: This reflection paper describes the student's self-evaluation of the child interview process. The paper will be 3-4 pages, double spaced, and will have the following sections:
1. Description of the youth interviewed – This description includes the physical appearance of the youth. The student should use language that succinctly

describes what the youth looks like so that someone could read the paper and have an understanding of what the youth looks like without seeing the child.

2. Description of the interview – This description details the content of what was said, as well as the nonverbal communication on the part of the youth. This section captures the key portions of the interview, including the level of engagement of the child, the child’s affect and speech, etc.
3. Critique of the interview – Describe what you did well, as well as any areas for improvement. Incorporate and cite class readings here to discuss how your interview was similar to or different from what you have read.

C. Presentation: Each student will provide a brief presentation highlighting their successes as an interviewer, and identify areas for improvement. These presentations will not exceed 5 minutes.

4. Online Training of Evidenced Based Practice (10 points)

To get further exposure and training on an evidenced based intervention commonly used with children who have experienced maltreatment, students will choose to complete a comprehensive training either in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) or in Child Parent Interaction Therapy (PCIT). To complete the TF-CBT online course offered by the Medical University of South Carolina, go to: <http://tfcbt.musc.edu/>. To complete the PCIT online course offered by the University of California, Davis Children’s Hospital, go to: <https://pcit.extensiononline.ucdavis.edu>.

5. Student Topic Group Presentation (25 points)

In groups of 2, students will identify a topic of interest to them that falls within the spectrum of child welfare practice that we have not adequately covered throughout the course (e.g., families living in homelessness, engaging fathers in services, military families, children or parents who have intellectual or developmental disabilities, immigration status and child welfare, LGBTQ+ youth and families, etc). Each student group will select a unique topic, conduct a literature review of their identified area, and prepare a 15 minute presentation to the class.

To prepare the class for these presentations, students will provide a brief, recent, and relevant reading for students and instructor to complete by the final week of class. Students will select and submit this brief reading by Week 12. During the presentation, students should incorporate this reading into the presentation. Students are welcome to engage their peers in an activity or discussion during the presentation as well. Students will discuss at a minimum the following:

1. Describe the significance of the topic:
 - A. What is the extent of this problem, and why does it matter?
 - B. Who is impacted, and how are people affected differently based on their own identity and lived experience?
 - C. When did this problem emerge?

- D. What are the underlying causes or factors?
2. Interventions and Programs: This section explains the interventions that exist to address this issue/problem.
 - A. What relevant interventions and programs address this problem?
 - B. If there is no program now, why not?
 - C. What is the primary goal of the program/intervention?
 - D. Are the interventions effective? Are they evidence-based?
 - E. What are their strengths and weaknesses?
 - F. What are alternatives?
 - G. Are programs/interventions culturally sensitive? How is this demonstrated, or not demonstrated?
 3. What state and/or federal policies addresses this problem?

Grading Policy:

H = 94-100
 P = 80-93
 L = 70-79
 F = 69 and below

Incompletes are only given in extraordinary circumstances after a discussion between the student and professor.

CLASS OUTLINE:

Week 1: August 26, 2019—Contemporary Issues in Child Welfare Practice

- Introductions and Student Learning Goals
- Syllabus Review
- Current Issues to Highlight:
 - Racial Disproportionality and Overrepresented Groups in the Child Welfare System
 - Intersection of Behavioral Health, Substance Use Treatment, and Child Welfare Services
 - Outcomes for Youth in the Foster Care System

Required Readings:

1. Krugman, R. (2017). The more we learn, the less we know: A brief history of the field of child abuse and neglect. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.
2. Drake, B. & Jonson-Reid, M. (2017). Defining and estimating child maltreatment. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks,

CA: Sage.

3. Dubowitz, H. & Oates, K. (2017). The state of child maltreatment and child protection worldwide. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.

IN CLASS Media Links:

- Matanick, N. (2014). ReMoved: Part 1 [video file]. Retrieved from <https://www.youtube.com/watch?v=IOeQUwdAjE0>
- Institute of Medicine and National Research Council (2014). New Directions in Child Abuse and Neglect Research <https://www.youtube.com/watch?v=PFsyC5mzyl8>

ADDITIONAL Materials:

- National Association of Social Workers (2018). Child Welfare Policy and News. Retrieved from <https://www.socialworkers.org/Practice/Child-Welfare/Child-Welfare-News>.
- NPR (2011). The Child Cases: Guilty Until Proven Innocent <http://www.npr.org/2011/06/28/137454415/the-child-cases-guilty-until-proven-innocent>
- PBS (2011). The Child Cases <http://www.pbs.org/wgbh/pages/frontline/the-child-cases/>
- US Department of Health and Human Services (n.d.). Child Welfare Information Gateway. Retrieved from <https://www.childwelfare.gov/>

Week 2: September 19, 2019—Ethics and Practice Challenges in Child Welfare

- Overview of the Child Welfare System: History, Mission, Policies
- Ethical Issues in Child Welfare Practice: Parents' Rights, Children's Rights, Government's Rights
- Anti-Opressive Practice in Child Welfare: What Does This Look Like?
- Cultural Competence in Child Welfare Practice
- Intro to Trauma Informed Care

Required Readings:

1. Hanson, et. al. (2017). Trauma-informed care: Definitions and statewide initiatives. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.
2. National Association of Social Workers (2013). *NASW Standards for Social Work Practice in Child Welfare*. <https://www.socialworkers.org/practice/standards/childwelfarestandards2012.pdf>
3. McLaughlin, A., Gray, E., & Wilson, M. (2015). Child welfare workers and social justice: Mending the disconnect. Children and Youth Services

Review, 59, 177-183

4. Child Welfare Information Gateway (2016). Racial Disproportionality and Disparity in Child Welfare. Retrieved from https://www.childwelfare.gov/pubPDFs/racial_disproportionality.pdf
5. Bronsard, G., et.al. (2016). The prevalence of mental disorders among children and adolescents in the child welfare system: A Systematic Review and Meta-Analysis. *Medicine*. 95(7).

IN CLASS Media Links:

- Prairie Public (2015). The Orphan Trains [video file]. Retrieved from <https://www.youtube.com/watch?v=WDJx8m5DCL4>
- TedX Talks (2014). Rethinking foster care: Molly McGrath Tierney at TEDxBaltimore 2014 [video file]. Retrieved from <https://www.youtube.com/watch?v=c15hy8dXSps>

ADDITIONAL Materials:

- Olsen, Bhattacharya, & Scharf. (2006). Cultural Competency: What It Is and Why It Matters. Downloaded from: <http://www.californiatomorrow.org/media/ccompetecy.pdf>

Week 3: September 16, 2019—ICWA/Trauma Informed Care in Practice

- Deconstructing the Indian Child Welfare Act
- ACES Study and Brain Science
- Principles and Models of Trauma Informed Care
- Exploring Principles of “Safety, Permanence, and Child Well-Being”
- In Class: Integration of Field Placement and use of Trauma Informed Care
- *Guest speaker: Annie Francis, MSW*

Required Readings:

1. Landers, A. & Danes, S. (2016). Forgotten children: A critical review of the reunification of American Indian children in the child welfare system. *Children and Youth Services Review*, 137-147. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0190740916303516>
2. DeNard, C., Garcia, A., & Circo, E. (2017). Caseworker perspectives on mental health disparities among racial/ethnic minority youth in child welfare. *Journal of Social Service Research*, 43:4, 470-486. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/01488376.2017.1299827>
3. Lieberman, A. F. & Knorr, K. (2007). The impact of trauma: A developmental framework for infancy and early childhood. *Psychiatric*

Annals, 37, 416-422.

4. Klain, E. White, A., ABA Center on Children and the Law. (2013). Implementing Trauma-Informed Practices in Child Welfare. Retrieved from: <http://childwelfaresparc.org/wp-content/uploads/2013/11/Implementing-Trauma-Informed-Practices.pdf>

ADDITIONAL Materials:

- Murphy, et. al. (2017). Trauma-informed child welfare systems and children's well-being: A longitudinal evaluation for KVC's bridging the way home initiative. *Children and Youth Services, Review*, 75, 23-34. Retrieved from http://ac.els-cdn.com/S0190740917301342/1-s2.0-S0190740917301342-main.pdf?_tid=7abdf532-2e7e-11e7-aebc-00000aacb360&acdnat=1493650821_c49f9fe32153ad05d7562c5f3e8ab429
- Klika, J., Lee, S. & Lee, J. (2017). Prevention of child maltreatment. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.
- The National Child Traumatic Stress Network. (no date). Children with Traumatic Separation: Information for Professionals. Retrieved from: http://www.nctsn.org/sites/default/files/assets/pdfs/children_with_traumatic_separation_professionals.pdf

Week 4: September 23, 2019—Child Physical Abuse and Neglect

ASSIGNMENT 1: TRAUMA INFORMED CARE PRACTICE IN ACTION PLAN DUE

- Physical Abuse Characteristics and Risk Factors
- Family Dynamics: Spotlight on Parental Capacity and Intergenerational Cycles of Abuse and Neglect and Implications for Practice
- Exploring Bias in Child Welfare Decision Making
- In class activity: Trauma Informed Practice Plan

Required Readings:

1. Kolko, D. & Berkout, O. (2017). The physical abuse of children. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.
2. Erickson. M., Labella, M., & Egeland, B. (2017). Child neglect. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.
3. Mason, K. (2016). Women, infants, and (fat) children: Hidden "obesity epidemic" discourse and the practical politics of health

promotion at WIC. *Fat Studies*, 5:2, 116-136.

ADDITIONAL Materials:

- Dettlaff, A., Rivaux, S., Baumann, D., Fluke, J., Rycraft, J., & James, J. (2011). Disentangling substantiation: The influence of race, income, and risk on the substantiation decision in child welfare. *Children and Youth Services Review*, 33, 1630-1637. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0190740911001277>
- The Annie E. Casey Foundation (2017). *2017 Kids count data book: State trends in child well-being*. Retrieved from <http://www.aecf.org/m/resourcedoc/aecf-2017kidscountdatabook.pdf>
- Parks SE, Annet JL, Hill HA, Karch DL. Pediatric Abusive Head Trauma: Recommended Definitions For Public Health Surveillance and Research. Atlanta (GA): Centers for Disease Control and Prevention; 2012.

Week 5: September 30, 2019—Foster Care and Adoption: Attachment, Identity, Belonging

- Critical Thinking about Risk and Resiliency in Child Maltreatment
- Racial Disproportionality in Child Welfare
- *In-Class: Guest Speakers from SaySo*

Required Readings:

1. Schelbe, et al., (2017). Foster care. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.
2. Drake, B., Jolley, J., Lanier, P., Fluke, J., Barth, R., Jonson-Reid, M. (2011). Racial bias in child protection? A comparison of competing explanations using national data. *Pediatrics*, 127(3), 471-478. Retrieved from <http://pediatrics.aappublications.org/content/pediatrics/127/3/471.full.pdf>
3. Miller, K., Cahn, L., & Orellana, E. (2012). Dynamics that contribute to racial disproportionality and disparity: Perspectives from child welfare professionals, community partners, and families. *Children and Youth Services Review*, 34, 2201-2207. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0190740912003180>

ADDITIONAL Materials:

- Davis, L. (2016). *Why are they angry with us?* Chicago, IL: Lyceum Books.
- Dettlaff, A., Earner, I., & Phillips, S. (2009). Latino children of immigrants in the child welfare system: Prevalence, characteristics, and risk. *Children and Youth Services Review*, 31, 775-783 Retrieved from <http://cssr.berkeley.edu/cwscmsreports/LatinoPracticeAdvisory/Prevalence>

[%20characteristics%20and%20risk.pdf](#)

Media Links: CNN (May 25, 2010).

- National Council of Juvenile and Family Court Judges (2011). Disproportionality Rates for Children of Color Foster Care
http://www.ncjfcj.org/sites/default/files/Disproportionality%20TAB1_0.pdf
- National Public Radio (2011). Improving Foster Care for Native American Kids.
<http://www.npr.org/2011/10/31/141872944/improving-foster-care-for-native-american-kids>
- National Public Radio (2011). Incentives and Cultural Bias Fuel Foster System.
<http://www.npr.org/2011/10/25/141662357/incentives-and-cultural-bias-fuel-foster-system>

Week 6: October 7, 2019—Sexual Abuse

ASSIGNMENT 2: BOOK REFLECTION DUE

- In class activity: Book reflection discussion
- Sexual Abuse Characteristics and Risk Factors
- Sexual Abuse Prevention Strategies
- Family Dynamics: Spotlight on Delayed Disclosure and Implications for Practice

Required Readings:

1. Kay, J. (2017). Legal responses to child abuse and neglect. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.
2. Conte, J. & Vaughan-Eden, V. (2017). Child sexual abuse. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.
3. Townsend, C. (2016). *Child sexual abuse disclosure: What practitioners need to know*. Charleston, S.C., Darkness to Light. Retrieved from www.D2L.org.

ADDITIONAL Materials:

- Alaggia, R & Kirshenbaum, S. (2005). Speaking the Unspeakable: Exploring the Impact of Family Dynamics on Child Sexual Abuse Disclosures. *Families in Society*, 227-234.

Week 7: October 14, 2019-- Foster Care and Adoption: Attachment, Identity, Belonging (cont)

- Support/Interventions for Foster Parents and Guardians/Kinship providers
- Exploring Foster and Adoptive Placements Through the Lens of Attachment

- Interracial Adoption: Challenges and Practice Implications
- *In-Class: Guest Speakers on Adoption*

Required Readings:

1. Child Welfare Information Gateway. (2013). Preparing and supporting foster parents who adopt. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. Retrieved from https://www.childwelfare.gov/pubPDFs/f_fospro.pdf
2. American Academy of Pediatrics (2013). Helping Foster and Adoptive Families Cope With Trauma <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/healthy-foster-care-america/documents/guide.pdf>
3. Ishizawa, H. & Kubo, K. (2014). Factors Affecting Adoption Decisions: Child and Parental Characteristics. *Journal of Family Issues*, 25(5), 627-653.
4. Curtis, C.M. & Denby R.W. (2005) Impact of the adoption and safe families act (1997) on families of color: Workers share their thoughts. *Families in Society: The Journal of Contemporary Human Services*. 85(1) 71-79.

ADDITIONAL Materials:

- The F Word: A Foster to Adopt Story. Retrieved from <https://www.thefwordseries.com/>
- Child Welfare Information Gateway. (2011). Supporting brain development in traumatized children and youth. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. Retrieved from <https://www.childwelfare.gov/pubPDFs/braindevtrauma.pdf>
- Rosalind D. Folman (1998) "I Was Taken", *Adoption Quarterly*, 2:2, 7-35, DOI: [10.1300/J145v02n02_02](https://doi.org/10.1300/J145v02n02_02).

Week 8: October 21, 2019— Engagement and Interviewing Skills with Children and Families

- Interview Structure
- Interviewing Strategies and Pitfalls
- Motivational Interviewing in Child Welfare Practice
- In Class Activity: Small Group Skills Practice

Required Readings:

1. Saywitz, K., Lyon, T., & Goodman, G. (2017). When interviewing children: A review and update. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.
2. Lyon, T.D. (2001). Speaking with children: Advice from investigative interviewers. In F. Talley & A. Urquiza, (Eds.) *Handbook for the*

treatment of abused and neglected children. Needham Heights, MA.: Allyn & Bacon. doi:10.2139/ssrn.277986 Downloaded from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=277986

ADDITIONAL Materials:

- Emory School of Law (n.d.). Interviewing the Child Client: Approaches and Techniques for a Successful Interview. From <http://www.youtube.com/watch?v=OYLWkVHvgOM>
- Children's Advocacy Center of Texas (March 16, 2010). The forensic interview <http://www.youtube.com/watch?v=Q2rehYoMtRU&feature=related>

Week 9: October 28, 2019 –Marginalized Populations and the Child Welfare System

- Child welfare system and LGBTQ+ Community
- Child welfare interface with Criminal Justice System
- Child Welfare and Immigration Enforcement

Required Readings:

1. Fontes, L. (2017). Child maltreatment services for culturally diverse families. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child Maltreatment, Fourth Edition*. Thousand Oaks, CA: Sage.
2. Pena, L. & Olivares, E. (2019). The real national emergency: Zero tolerance and the continuing horrors of family separation at the border. Retrieved from <https://texascivilrightsproject.org/wp-content/uploads/2019/02/FamilySeparations-Report-Final.pdf>
3. Lambda Legal (2017). *Save havens: Closing the gap between recommended practice and reality for transgender and gender expansive youth in out-of-home care*. Retrieved from http://www.lambdalegal.org/sites/default/files/tgnc-policy-report_2017_final-web_v2.pdf
4. Human Rights Campaign (n.d.). LGBTQ youth in the foster care system. Retrieved from http://assets.hrc.org/files/assets/resources/HRC-YouthFosterCare-IssueBrief-FINAL.pdf?_ga=2.257491275.196594210.1501853949-1603065285.1501853949
5. Child Welfare Information Gateway (2015). Immigration and child welfare. Retrieved from <http://www.childwelfare.gov/pubPDFs/immigration.pdf>

ADDITIONAL Materials:

- Human Rights Campaign (2018). US Bill Advances Bias in Adoption and Foster Care [video file]. Retrieved from <https://www.hrw.org/news/2018/07/25/us-bill->

[advances-bias-adoption-foster-care](#)

- Weber, K. & Bettencourt, B. (2019). "Progress towards building an affirming and supportive child welfare system: getREAL in Allegheny County." Washington, DC: Center for the Study of Social Policy. Retrieved from: <https://cssp.org/resource/getreal-in-allegheny-county> Lambda Legal: <http://www.lambdalegal.org>
- Transgender Law Center: <http://www.transgenderlawcenter.org>
- Advocates for Youth GLBT Issues: http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=37&Itemid=66
- Human Rights Campaign's All Children-All Families Initiative: www.hrc.org/campaigns/all-children-all-families
- Foster care's invisible youth (LGBT) <http://www.youtube.com/watch?v=nuSikwpqazA>

Week 10: November 4, 2019--Child Interview Skills Practice/Interpersonal Violence Within the Context of Child Maltreatment

- In class activity: Child Interview Event
- IPV and Child Maltreatment: Risk Factors, Family Dynamics
- IPV and Child Maltreatment: Assessment and Intervention

Required Readings:

1. Ogonnaya, I., Finno-Velasquez, M., & Kohl, P. (2015). Domestic violence and immigration status among Latina mothers in the children welfare system: Findings from the National Survey of Child and Adolescent Well-being II (NSCAWII). *Child Abuse & Neglect*, 39, 197-206.
2. Skivenes, M. & Stenberg, H. (2015). Risk assessment and domestic violence-how do child welfare workers in three countries assess and substantiate the risk level of a 5-year-old girl? *Child & Family Social Work*, 20, 424-436.

Week 11: November 11, 2019--Substance Use Disorders and Mental Health Issues Within the Context of Child Maltreatment

ASSIGNMENT 3: CHILD INTERVIEW REFLECTION DUE/IN CLASS PRESENTATIONS

- In class activity: Child Interview Presentations
- Substance Use, Mental Health, and Parenting Capacity: Risk Factors & Family Dynamics

- Substance Use, Mental Health, and Parenting Capacity: Assessment and Intervention
- *In Class Guest Speakers from UNC Horizons Program*

Required Readings:

1. Child Welfare Information Gateway (2014). Parental substance use and the child welfare system. Retrieved from <https://www.childwelfare.gov/pubPDFs/parentalsubabuse.pdf>
2. Lander, L., Howsare, J., & Byrne, M. (2013). The impact of substance use disorders on families and children: From theory to practice. *Social Work and Public Health, 28*(0), 194-205.
3. Donald, T. & Jureidini, J. (2004). Parenting capacity. *Child Abuse Review, 13*, 5-17.

ADDITIONAL Materials:

- Courtney, M. E., & Charles, P. (2015). Mental health and substance use problems and service utilization by transition-age foster youth: Early findings from CalYOUTH. Chicago, IL: Chapin Hall at the University of Chicago.
- Kerns, et. al. (2014). Child welfare and mental health: Facilitators of and barriers to connecting children and youths in out-of-home care with effective mental health treatment. *Children and Youth Services Review, 46*, 315-324.
- Cash, S. & Wilke, D. (2003). An ecological model of maternal substance abuse and child neglect: Issues, analyses, and recommendations. *American Journal of Orthopsychiatry, 73*, 392-404. Retrieved from https://www.researchgate.net/profile/Scottye_Cash/publication/9016815_An_Ecological_Model_of_Maternal_Substance_Abuse_and_Child_Neglect_Issues_Analyses_and_Recommendations/links/0c9605265095238c85000000.pdf

Week 12: November 18, 2019--Evidenced-Based Treatment Models in Addressing Child Maltreatment

- Parent Child Interaction Therapy (PCIT)
- Attachment and Biobehavioral Catch Up (ABC)
- Trauma Focused Cognitive Behavioral Therapy (TF-CBT)
- Parent Child Psychotherapy
- Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)
- *In Class Guest Speaker: Jessica Burch, MSW, LCSW; Center for Child and Family Health*

Required Readings:

1. Wells, S., Merritt, L., & Briggs, H. (2009). Bias, racism and evidenced-based practice: The case for more focused development of the child welfare evidence base. *Children and Youth Services Review*. 31, 1160-1171.
2. Akin, B., Brook, J., Byers, K., & Lloyd, M. (2016). Worker perspectives from the front line: implementation of evidence-based interventions in child welfare settings. *Journal of Child and Family Studies*, 25: 860-882.
3. Dorsey, S., Pullman, M., Berliner, L., Koshmann, E., McKay, M., & Deblinger, E. (2014). Engaging foster parents in treatment: A randomized trial of supplementing Trauma-focused Cognitive Behavioral Therapy with evidence-based engagement strategies. *Child Abuse & Neglect*, 38, 1508-1520.
4. Weiner, D., Schneider, A., Lyons, J. (2009). Evidence-based treatments for trauma among culturally diverse foster care youth: Treatment retention and outcomes. *Children and Youth Services Review*, 31, 1199-1205.

ADDITIONAL Materials:

- Loughheed, S. & Coholic, D. (2016). Art-based mindfulness group work with aging out of foster care. *Social Work with Groups*, 0, 1-14. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/01609513.2016.1258626>
- Rosenblatt, A. & Woodbridge, M. W. (2003). Deconstructing research on systems of care for youth with EBD: frameworks for policy research. *Journal of Emotional and Behavioral Disorders*, 11, 27 – 37.

Week 13: November 25, 2019—Implementing Culturally Competent Evidence Based Interventions in Child Welfare

ASSIGNMENT 4: EBP TRAINING CERTIFICATION DUE

- Examining Best Practices in Child Welfare
- Revisiting social justice in child welfare practice
- In class activity: Update on Trauma Informed Practice Plan
- *In-Class Guest Speaker: Mellicent Blythe, LCSW, NC Child Treatment Program*

Required Readings:

1. Fitzgerald, M. & Berliner, L. (2017). Mental health interventions in child maltreatment. In Klika, J. & Conte, J. (Eds.), *The APSAC Handbook on Child*

Maltreatment, Fourth Edition. Thousand Oaks, CA: Sage.

2. Wilke, D., Rakes, S., & Randolph, K. (2019). Predictors of early departure among recently hired child welfare workers. *Social Work, 64*(3), 188-197.
3. Sprang, G., Craig, C., & Clark, J. (2011). Secondary traumatic stress and burnout in child welfare workers: A comparative analysis of occupational distress across professional groups. *Child Welfare, 90*, 149-168.

Week 14: December 2, 2019--Final Presentations
ASSIGNMENT 5: STUDENT TOPIC PRESENTATIONS