



UNIVERSITY OF KENTUCKY

SW 505


TRANSMITTAL

JAN 12 2003

The Graduate School  
351 Patterson Office Tower  
Lexington, KY 40506-0027  
(859) 257-4613  
Fax: (859) 323-1928  
www.rgs.uky.edu/gsl

DATE: January 7, 2004

TO: Rebecca Scott  
Senate Council

FROM: Lissa Holland   
Graduate Council

The Graduate Council met on November 20, 2003 and approved the following:

COLLEGE OF SOCIAL WORK

NEW COURSES

**SW 627 Collaborative Practice: Substance Abuse, Mental Health, & Social Service (3 credits)**

This course provides students with critical knowledge about substance abuse and mental health problems experienced by families. A variety of subjects related to substance use disorders and mental health problems will be discussed such as screening, assessment, case management, and referral services. Collaborative practice with substance abuse, mental health service providers, social services, and other providers is addressed.

*Prerequisites:* Completion of a baccalaureate degree.

**SW 774 Mental Health Research Methods (3 credits)**

This course will explore the principles and procedures that govern mental health research by examining the different ways researchers study mental health phenomenon. In this course, students will learn the skills to engage in the scientific investigation of significant mental health problems, and dissemination strategies utilized to transfer empirical findings into mental health practice and policy development. This course emphasizes aspects of methodological design essential for conducting meta-analysis, treatment, prevention and epidemiological research that may be outside the scope of a general research course.

*Prerequisites:* SW 770 and SW 771 (SW 771 may be taken concurrently).

CHANGED COURSES

**SW 741 Family and Community Practicum (4 credits)**

*Change to:*

**SW 741 Family and Community Practicum II (4 credits)**

*Prerequisites:* Admission into the MSW program with Advanced Standing of SW 741-I.

**SW 505 Child Welfare Services (2-3 credits)**

A study of community and national programs for child care and protection, including aid for dependent children and other social security services.

***Change to:***

**SW 505 Child Welfare Services (2-3 credits)**

This course provides a comprehensive introduction to child abuse and neglect, including historical perspectives, indicators of maltreatment, theories about its etiology, and effective interventions on the micro and macro levels. Students will learn about child protective policies and services, and the social worker's roles and responsibilities.

C065

UNIVERSITY OF KENTUCKY  
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Social Work Date 9/10/03

Department/Division offering course \_\_\_\_\_

2. Changes proposed:  
(a) Present prefix & number SW 505 Proposed prefix & number no change

(b) Present Title Child Welfare Services  
New Title no change

(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

(d) Present credits: \_\_\_\_\_ Proposed credits: \_\_\_\_\_

(e) Current lecture: laboratory ratio \_\_\_\_\_ Proposed: \_\_\_\_\_

(f) Effective Date of Change: (Semester & Year) Spring 2004

3. To be Cross-listed as: \_\_\_\_\_  
Prefix and Number Signature: Department Chair

4. Proposed change in Bulletin description:

(a) Present description (including prerequisite(s)):  
A study of community and national programs for child care and protection, including aid for dependent children and other social security services

(b) New description:  
This course provides a comprehensive introduction to child abuse and neglect, including historical perspectives, indicators of maltreatment, theories about its etiology, and effective interventions on the micro and macro levels. Students will learn about child protective policies and services, and the social worker's roles and responsibilities.

(c) Prerequisite(s) for course as changed: NO

5. What has prompted this proposal?  
The present description does not fully reflect the content of the course.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:  
\_\_\_\_\_  
\_\_\_\_\_

7. What other departments could be affected by the proposed change?  
None

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  Yes  No

9. Will changing this course change the degree requirements in one or more programs? \*  Yes  No  
If yes, please attach an explanation of the change.\*

10. Is this course currently included in the University Studies Program?  Yes  No  
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

\*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.


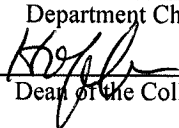
**UNIVERSITY OF KENTUCKY**  
**APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR**

12. Is this a minor change?  Yes  No  
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr. Surjit Singh Dhooper Phone Extension: 7-3254

**Signatures of Approval:**

<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">                   Department Chair             </div> <div style="text-align: center;">                 Date  <u>9/10/03</u> </div> </div>	Date
<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">                   Dean of the College             </div> <div style="text-align: center;">                 Date             </div> </div>	Date
**Undergraduate Council	Date
**Graduate Council	Date
**Academic Council for the Medical Center	Date
**Senate Council	Date of Notice to University Senate

\*\*If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

\*\*\*\*\*

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 8/02

Print Form

Clear Form

University of Kentucky  
College of Social Work  
Lexington, KY 40506-0027

## **Social Work 505 "Child Welfare Services"**

3 credit hours (graduate or undergraduate)

Spring 2003  
Class Room Building 237  
3:30-4:45 PM  
TR

Instructor: Chris Groeber  
Office: KU Building 7<sup>th</sup> fl.  
Phn: 257-7156 (wk)  
Email: groeber@mis.net

### I. COURSE DESCRIPTION

"A study of community and national programs for child care and protection, including aid to dependent children and other social security services" -- UK/College Bulletin

This course will explore the nature and scope of child welfare in its broadest **multi-disciplinary** perspective. We will examine the relationships between social problems affecting children and the **policies, programs, and practices** which have developed, including the most recent "welfare reform" enacted in August 1996. Child maltreatment and child protection services in Kentucky will be specifically studied in detail. Particular emphasis will be placed upon the family as the anchoring context for child welfare; all specific services studied will be critiqued in relation to this **family focus**.

### II. COURSE OBJECTIVES

*At the end of this course, students should be able, and are expected to:*

1. Define and distinguish "child welfare", "family based services" and "child protective services";
2. Identify major social problems affecting the welfare of American children, and assess the pervasiveness and destructiveness of specific problems, especially family violence and child maltreatment;
3. Describe responses which society has made to deal with the social problems cited, with special attention to child maltreatment, identifying and analyzing the explicit and implicit societal values involved in public policies and programs of intervention;
4. Identify the strengths and weaknesses of sanctioned responses to child welfare problems (policies, programs, methods, etc.), considering intended and unintended outcomes in relation to societal values espoused;
5. Develop and share an in-depth understanding of various forms of child maltreatment, and critically evaluate current and past protective services approaches (history, legislative and policy foundations, theoretical and practice base, and effectiveness in relation to the problem(s) it seeks to solve);
6. Recognize and demonstrate sensitivity to the role of the family as a central focus in child welfare services;
7. For graduate credit, analyze specific child welfare case examples (child maltreatment and child misconduct) and apply course content to identify and understand major practice and policy issues related to the case.

### III. TEXT AND READINGS

The required text is Understanding Child Abuse and Neglect (fifth edition,2000) by Cynthia Crosson-Tower. Allyn and Bacon (Boston). It has been ordered by the UK Bookstore, Kennedy Bookstore, and Wildcat Textbooks. A used copy or the fourth Edition would be acceptable.

### IV. METHODOLOGY

The course will be conducted as a modified seminar, with some of the content provided through short lectures, audio-visual presentations, and guest speakers, but also depending on mutual learning through student discussion, reporting, and sharing from outside experiences. Assigned readings will provide a beginning foundation for each class meeting, and participation in "activities" and "exercises" in class will provide opportunities for involvement as adult learners. Also, individual learning interests and needs will be identified and some guidance and direction provided in conferences with students.

### V. COURSE REQUIREMENTS AND GRADING CRITERIA

Since this course is presented for both graduate and undergraduate credit, graduate students are expected to meet higher expectations and standards of performance. Therefore, along with expectation of high quality class participation and contributions, graduate students will do one additional assignment not expected of undergraduate students.

- A. Attendance and alert participation which reflects familiarity with assigned readings, and other evidence of preparation for class (including several very brief written responses to be handed in in preparation for class discussion (noted in syllabus). Regular and timely attendance will be one factor in grade assignment, since all students are expected to share their learning with other class members throughout the semester. More than 2 unexcused absences will result in forfeiture of Classroom Participation points.

### VI. GRADING AND EVALUATION

Teaching methods will include distance learning, lectures, guest speakers, videos, large and small group discussion, and readings.

Classwork:

Grading Scale:

A=91-100

B=81-90

C=71-80

D=61-70

F=Below 60

\*Includes attendance, e-mails and active participation

Exam #1

20%

Exam #2

20%

Exam #3

20%

\*Participation

10%

Written Assignment

30%

Students will be given a written assignment regarding child abuse/neglect and domestic violence. More information about the assignment will be given in class.

Students will be informed of their midterm grade status based on scores received for work and exams completed by the midterm grades due date.

ACADEMIC DISHONESTY WILL NOT BE TOLERATED. "Depending on the seriousness of the infraction, students found guilty of plagiarism or cheating will be sanctioned in any of several ways. These normally range from receiving a failing grade on the assignment, to being assigned a failing grade in the course."

## VII. TEXTS

- \* Understanding Child Abuse and Neglect, .by Crosson-Tower, Cynthia 2000.
- \* Handouts.

## VIII. ASSIGNMENTS

There will be one written assignment worth 30% of final grade.

WRITTEN ASSIGNMENT --Stiles Case

DUE: \_\_\_\_\_

Evaluate the Stiles Case by addressing the following points:

1. Identify the strengths in this family (Some have identified 30 +). (10 points)
2. List all types of child maltreatment and/or family violence that are occurring or have occurred in this family and give examples of each. (10 points).
3. From the list in #2, choose two types of child maltreatment or family violence and for each of these identify the following (30 points):
  - a) At least three indicators--identify whether they are physical or behavioral. Remember, indicators are what you would see or observe in a child or adult victim that would cause you to suspect or believe they are maltreated.
  - b) At least five dynamics that are present. Remember, dynamics are situations in a family or parents' background which would make it likely that maltreatment would occur.
4. Choose one family member and identify the following: (30 points):
  - \* The type of maltreatment he or she is experiencing or has experienced. How do you know or strongly believe this person has been maltreated? What are indicators and dynamics?
  - \* At least three short term and long term effects of the maltreatment this

family member has already experienced or is likely to experience.  
\*and what would you do to begin helping this family

5. Identify and discuss the three most high-risk indicators in this family. Prioritize and justify your answer using knowledge gained in this class. Address other questions you would need to ask to complete an assessment on this family. (20 pts.).

#### CASE SUMMARY:

Case name: Stiles

Parents: Charles Stiles, age 36  
Marsha Stiles, age 29

Children: Susan Lee, age 8  
Lisa Lee, age 7  
Jake Stiles, age 3  
Christina Stiles, age 1

Case history:

Charles and Marsha Stiles have been married three years. Jake and Christina are their children. Lisa and Susan are Marsha's children from her first marriage to William Lee.

Community Based Services has the following history with this family:

In 1997, Susan reported that her natural father, William Lee, "poked her butt and it hurt." A physical exam revealed evidence of sexual abuse. Marsha, who was sexually abused as a child, did not believe Susan and said she was lying. She continued to allow William to visit with Susan and Lisa until Lisa reported that their father showed them pornographic films. After Charles and Marsha married, Charles stopped these visits with their father.

William failed a polygraph but was not charged with sexual abuse. His current whereabouts are unknown.

Currently, Susan suffers frequent bed wetting and soiling. Her mother is not patient with her, making her clean up after herself, wear soiled clothes, and sleep on the floor. She is extremely shy and does poorly in school both socially and academically. She experiences frequent nightmares and on several occasions has been sexually aggressive with her younger brother, Jake.

Marsha was instructed to take Susan for an evaluation and therapy but she hasn't been able to find the time. Charles thinks Susan needs more discipline to keep her in line.



In September, 1999, the police were called to investigate domestic violence at the Stiles household. Charles had been drinking and was at home with the children. Marsha had been out with friends and did not return until 2:00 a.m. When she returned, he hit her in the face and pushed her down. The children were awakened by the police sirens. Although Marsha had telephoned the police, she refused to press charges. When the case was heard in court, Marsha stated Charles had apologized, had brought her flowers, and promised it would never happen again.

In October, 1999, CBS investigated allegations of physical abuse of Lisa. Lisa reported that her stepfather Charles got mad and spanked her when she wouldn't get out of the bathtub. She had a handprint and bruises on her thighs and buttocks. Lisa said he was mad because he had to babysit while her mom went to a bar.

Lisa reports that her stepfather isn't always mean, only when he drinks beer and gets mad. He attends her school conferences and is teaching her to play softball.

She is protective of her older sister, Susan, and watches Jake and Christina when her mother is napping or at the store. She is fearful for her mom and says her stepfather hits her and pushes her. Lisa tries to protect her mother by talking back to her stepfather.

Lisa is a bright, verbal child but does not do well in school because she is overly aggressive with the other children, hitting and pushing them. When she has to sit in time out at school, she is afraid to go home because her stepfather may find out.

Lisa and Susan often go to school with worn, soiled clothing and their hair uncombed. They have missed school several times because of lice infestation. Lisa has frequent earaches but tells the teacher she does not go to the doctor.

In November, 1999, the police were called when Jake and Christina were left alone in the house briefly while Marsha went next door to use the telephone. Their phone had been disconnected for nonpayment. Several neighbors confirmed this happens frequently and they have been worried. Marsha agreed not to leave them alone again and was warned of the danger.

Current situation:

On January 30, 2000, CBS investigated allegations of physical abuse. Susan had a black eye and Lisa reported that her stepfather had hit Susan when she and Jake were fighting. That night Susan wet the bed and had to sleep on the floor. Jake had two linear marks on his buttocks and reported that his dad hit him with a belt. Marsha was not at home at the time of the incident and claimed to know nothing about it.

Family history:

Charles Stiles, an only child, was reared in a military family, moving frequently. He proudly reports that his father was old-fashioned and knew how to make kids behave. As a young boy, Charles was often whipped with a belt and bruising occurred but he feels he "deserves it" because he had a smart mouth.

Charles' religious beliefs support corporal punishment and he frequently states that the Bible instructs parents not to "spare the rod." He does not currently attend church.

Charles' mother suffers from depression and has had numerous suicide attempts. He does not communicate with either of his parents who live in another state.

Charles has a history of driving under the influence of alcohol. He works as a clerk in a hardware store. Charles is very possessive of Marsha. He is not very sociable and watches a lot of sports on TV. He has no close friends and is considered to be a loner at work. He has a weight problem. He feels like no one would want his friendship.

Marsha grew up in foster care in another state. She was a victim of sexual abuse and physical abuse by her father. She and her four siblings were placed in numerous placements. Marsha dropped out of high school. Her mother still lives with her father. Marsha would like to have a relationship with her mother but her father will not permit his wife to see Marsha because of "all the lies Marsha told."

Marsha is attractive, slim, and looks younger than 29. She often feels overwhelmed by the care of the children and expresses a wish to be a teenager again. She has two public intoxication arrests. She states she is often depressed and can see no way things will ever get better.

She is affectionate with the children. She admits to being an ineffective disciplinarian and readily allows Charles to take over this role. She is often too tired in the mornings to get the children ready for school and believes that Lisa and Susan should get themselves up, make their lunch, and catch the bus on their own. She says she was made to do this when she was young and it made her strong.

She and Charles do little together socially. He becomes upset when she spends money to go out with friends. Financially, the family struggles. They are often behind in paying their bills and neither of their cars is dependable. The family has no health insurance and have credit card debts totaling over \$20,000. Charles would like to save money for a house and wants one large enough so that the older girls and Jake will have their own room. Charles would like to go to Voc-Tech School and has some interest in computer technology. He completed high school.

A supportive person in Susan and Lisa's lives is Cheryl Lee, their paternal

aunt. Marsha and Cheryl do not get along. However, Cheryl continues to remain in contact with her nieces.

#### IX. COURSE OUTLINE AND CALENDAR

Adjustments in schedule may be necessary and students will be informed of changes in class.

January 16: COURSE OVERVIEW/Syllabus review  
Determine Due Date(s) for Stiles Case  
Scope of Problem and Historical Perspective

- **Read Chapter 1 Crossen Tower**

January 21: Systems Issues: violence-cultural and system wide use of power  
Pervasiveness of child maltreatment and family violence  
History of problems, 19th and 20th Centuries, nationally and in KY  
PL 96-272, Indian Child Welfare Act  
1974 Child Abuse and Neglect Act  
KRS 610.25, PL 105-89 Adoption and Safe Family Act  
Violence in general  
Theory of Permanency  
Family Based Approach  
Organization of Child Welfare Agencies

Richart handout-"Historical Perspectives on Child Protection in Kentucky.

- **Read Chapter 2...Homework Assignment Handout**

January 23: Minority Family Systems --1) African Americans  
2) Appalachians 3) Asians 4) Hispanics 5) Middle Eastern

- **Read Chapter 3 in Crosson-Tower**

January 28: The Family Roles And Responsibilities  
Definitions And Functions Of Family  
Family As A System  
Cultural Competence In Relation To Child Neglect  
Child Rearing/Communication/ Gender Issues Guest Speaker?

January 30: Child Neglect  
Definitions  
Supervision  
Environmental  
Family dynamics- including strengths, and developmental stages  
Indicators/Symptoms

- **Read Chapter 4 in Crosson Tower**

Feb 4: Guest Speaker: Crystal Collins-Camargo Child Neglect Continued  
Ecological Factors- poverty, culture

Self awareness/values  
Continuum of maltreatment  
Reporting  
Educational Neglect

- **CA/N Indicators handout "Recognizing Child Abuse and Neglect in the Classroom," HHS publication Child**
- **Read Chapter 5 in Crosson-Tower**

February 6: CHILD PHYSICAL ABUSE

Definitions  
Family Dynamics- Include Strengths  
Indicators/Symptoms  
Self awareness/values  
Continuum of maltreatment  
Cultural Competence  
Child Fatalities

February 11: Dateline segment on Wayne County, Kentucky, case  
Review for Exam 1

February 13: **Exam 1**

February 18: A Day in the Life (CPS Worker Discussion 1)

February 20: Juveniles how are they different

- **Read Chapter 6 Crosson Tower**

February 25: Child Sexual Abuse

Definitions  
Family Dynamics  
How to Recognize

- **Read Chapters 7,8 in Crosson Tower/ Reserve Reading Analysis of Missed Cases of Abusive Head Trauma**

February 27: Child Sexual Abuse Continued  
Victim's Issues  
Perpetrators  
Dealing with your own Issues  
Cultural Competence

February 26: Guest Speaker Medical indicators of Child Abuse and Neglect (Peggy Arvin, RN)

February 28: A Child's journey through the system

- **Read Chapter 12 Crosson Tower**

March 4: Review for Exam 2

March 6: **Exam 2**

March 11: Emotional and Psychological Maltreatment

- **Read Chapter 9 in Crosson Tower/Reserved Reading Link Between Domestic Violence and Abuse**

March 13: Domestic Violence

- **Read Chapter 17 in Crosson Tower**

### ***Spring Break March 17-21***

March 25: Domestic Violence Con't

March 27: Stiles Case Review  
A Day in the Life 2: (Discussion with Frontline)

April 1: No Class

April 3: The Social Worker and The System: Overview/Legal

- **Read Chapter 10 and 11 Crosson Tower**

April 8: The Social Worker and The System: Treatment Options for Families/Children/Self Awareness

- **Read Chapters 13,14,15 Crosson Tower**

April 10: The Social Worker and The System: Dealing with Schools and Special Ed Issues

- **Read Chapter 18 Crosson Tower**

April 15: The Social Worker and The System: (Discussion with the frontline 3 Jan Williams)

April 17: System Evaluation...what is working, what's not and why

April 24: Course Review Discussion and Review for Exam 3

April 25: Take Home **Exam 3 (Due May 7)**

## X. BIBLIOGRAPHY-

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