RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE

Violence & Abuse in Childhood
19:910:567:xx

Spring 20XX

Instructor Name

Day & Time of Class

Office:

Room:

Phone:

Index #:

E-mail:

Office Hours:

I. Catalog Course Description

This course examines the definitions, scope, and impact of violence and abuse in childhood. The spectrum of theories and conceptual frameworks used to explain violence are explored. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of child physical abuse, childhood neglect, child sexual abuse, sibling abuse, and trafficking. Perspectives on working with both victims/survivors and perpetrators are presented, with an understanding of the role of culture and environmental context. The course includes a review of the conceptual frameworks used to guide current services, interventions, prevention efforts, and policies aimed at remedying and eliminating violence against children in our society. A special emphasis is placed on the advocacy role of the social worker in creating social change. Prerequisite for this course is completion of the foundation year.

II. Course Overview

This course will examine the definitions and scope of violence and abuse in childhood in today's society. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of child physical and sexual abuse, neglect, psychological maltreatment, sibling abuse, prostitution and trafficking. Perspectives on working with both victims/survivors and perpetrators are presented, including adult survivors of child abuse.

Particular emphasis will be placed on understanding of the role of culture and environmental context in the perpetration of and response to abuse in childhood, including analysis of micro, mezzo and macro level factors. Conceptual frameworks used to guide current services, interventions, prevention efforts to address violence in our society will be reviewed.

Content on social action, social justice, advocacy and influencing the child welfare system is a significant feature of the course. Information is included on the legislative process, and the expanding role of victims/survivors, coalitions, victim advocates, and social workers in influencing the process.
III. **Place of Course in Program**

This course is part of the Advanced HBSE Curriculum. Prerequisites include successful completion of the MSW Foundation year.

IV. **Course Objectives**

1. Understand, critically analyze, and apply the knowledge gained on the variety of theories, conceptual frameworks and research used to explain violence and abuse in childhood

2. Recognize the individual, contextual and environmental factors influencing the occurrence of violence and abuse in childhood, including the role of culture and community

3. Develop an awareness of how to engage with individuals, communities, or organizations experiencing violence in a culturally sensitive and empowering way

4. Identify current trends in service delivery to victims/survivors and perpetrators of childhood violence and abuse, including interventions, prevention efforts, and policies.

5. Understand the critical role of social workers to serve as advocates in promoting social change and social and economic justice to remedy and prevent abuse and violence in our society

V. **Required Texts**

There is no one textbook that is adequate for our purposes, given the breadth of our work on violence in childhood in this class. For this reason, we are going to be reading from a wide range of interdisciplinary books and journals. **For each week, you are required to select and read THREE articles of your choice.**

To access the readings, go to eCompanion (see section later in syllabus), which can be accessed at http://rutgersonline.net. Readings are listed in alphabetical order by author’s name under the appropriate topic.

VI. **Course Requirements**

Course Format

While this course is founded upon student participation – a critical aspect of your grade – it will utilize lectures, videos, guest presentations, and group exercises. As professional practitioners and advocates, it is essential for social workers to articulate ideas clearly and persuasively. It is important that everyone feel free to participate in classroom activities, discussion, and assignments. Learning involves dialogue and exchange, taking chances, sharing new ideas with others. Whether you recognize it or not, all of you are experts in some arenas of social work practice. All students are encouraged to participate through discussions in class, both small and large groups, and with the instructor during office hours and via e-mail.
This course requires graduate level reading, writing, and analytical skills. Students are to come to each class prepared to actively participate in discussions about reading assignments and previous lecture materials. The papers will be graded both on substance and on the ability of the student to write succinctly and in terms understandable to a wide audience.

During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

**Respect for others in the classroom.** Social work courses are often messy and ambiguous, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal and social issues, that we not silence others by assuming that there are “politically correct” lines of thought that cannot be challenged. Let us attempt to struggle for intellectual growth and mutual respect as we endeavor in this process!

**Attendance.** Students are expected to attend class (and be on time), which is essential for learning from lecture and class discussions, and for socialization to the profession of social work. Attendance and participation will affect 10% of the course grade. Students who miss more than a total of 3 classes will not receive a passing grade for the class. Students who leave during the break will be marked as absent for that class. Absences because of religious holidays are allowed with prior permission from the instructor. Consistent lateness to class will also result in being marked absent.

The use of cell phones (including text messaging), blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues.

**eCompanion.** eCompanion is a course management program designed to aid in the communication and dissemination of course information and materials. These materials include the syllabus, assignments, and powerpoint handouts. Additionally, there are links to websites, an online gradebook, and opportunities to e-mail the instructor and your classmates (without knowing their e-mail address).

All correspondence, including submission of assignments and e-mail communications, will be conducted through eCompanion. Please ensure that the e-mail registered with the University is the e-mail you want to use for your correspondence. Should you have any questions, please email webmaster@ecompanion.rutgers.edu or call 732-932-4702.

To find your course, go to [http://rutgersonline.net](http://rutgersonline.net). The **Rutgers NetID** is the standard login credential for RutgersOnline, however, your initial password will be unique to RutgersOnline and will not necessarily be the same password that you use for a Rutgers email account (e.g. eden, pegasus, clam).
If you are new eCollege users and have a netID in the Rutgers Student Datawarehouse, then your login is your netID, and your default password is your birthday (YYYYMMDD) which should be changed upon first login. If you are a visiting student without a netID, please email webmaster@ecompanion.rutgers.edu or call 732-932-4702 and they can resolve your login credentials.

**Course assignments:**

There are 3 assignments for this course. More details are provided in the Course Home section on the eCompanion website. All assignments are to be electronically posted in the Digital Drop Box on eCompanion no later than 8:30am on the due date. Please save all of your assignments with the same document name: last_name.doc. (E.g. Postmus.doc.) All assignments MUST be compatible with Microsoft Word. It is the student’s responsibility to ensure that assignments left in the digital dropbox can be retrieved and read by the instructor. Once graded, I will post your assignment in the Digital Drop Box and then send an e-mail indicating that your graded paper is posted.

1. **Critical Analysis Papers:** Students will complete four (4) 2-3 page papers which critically analyze the topic areas covering 12 articles chosen from the readings.

2. **Film project:** Students will view a film on an issue related to violence in childhood and will write a critique that addresses the theoretical perspective(s) presented in the film, the dynamics of abuse presented, ethical considerations, and the implications for the characters. Additionally, students will relate the film to social work interventions or policies.

3. **Activist Activity & Final Paper:** Students will complete a 12-15 page paper focusing on prevention, intervention, or a related topic within the field of violence experienced by children and use the information garnered from that paper to complete an activist activity whether writing a letter to congress, submitting a letter to the editor, attending a rally, etc. Students will research the identified form of violence, providing background on the social problem, prevention or intervention efforts to ameliorate the problem, and identify an activity that brings light to the problem. Students will include their reaction and analysis in 12-15 pages and informally present their paper and activity to the class. The paper should include implications for social work practice with survivors of childhood abuse and violence and should take culture, community and environmental factors into account

**Grading**

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<th>Activity</th>
<th>Value:</th>
<th>Due Date:</th>
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<tr>
<td>Class Participation</td>
<td>10%</td>
<td>All Classes</td>
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<tr>
<td>Critical Analysis Papers</td>
<td>30%</td>
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<td>Film Project</td>
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<td>Final Paper</td>
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Grading for this MSW course is as follows:

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\begin{array}{ccc}
94-100 = & A & 80-86 = & B & 70-74 = & C \\
87-93 = & B+ & 75-79 = & C+ & \text{Below } 70 = & \text{Failed (F)} \\
\end{array}
\]

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc. Work is completed by due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling, punctuation, etc. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials.

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written work should meet basic standards of writing proficiency, and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure of how to cite sources, please see the instructor. Remember that plagiarism is a serious offense and violates the standards for academic integrity. Written assignments are graded based on the following criteria:

- thoroughness and completeness of content;
- clarity and logic of presentation;
- evidence of critical thought;
- quality of writing.

Late Assignments: All assignments are due at the beginning of class on the date assigned. Grades will be reduced by 10 points if the assignment is late or incomplete. (Exceptions will be made only in extreme circumstances and must be approved by the instructor PRIOR to the due date.) If a due date conflicts with a religious observance, please consult with the professor prior to the assignment’s due date.
Incomplete grades: Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student’s responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.

VII. Library Resources

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course.

Some library tools that may be of particular relevance to this course:
Under the main library website, check out the following:
http://www.libraries.rutgers.edu.proxy.libraries.rutgers.edu/rul/index.shtml

a. The Electronic Reference Sources under the Reference link. You can find on-line links for the APA Style Manual, assistance with grammar and writing, and many other useful connections under (see Style Manuals).

b. Subject Research Guides under the Research Resources link. The Social Work category contains links to Government Resources (state and federal websites relevant to policy research) and numerous other resource sites and reference collections.

c. RefWorks, a web-based bibliography and citation manager.

VIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. An additional mid semester evaluation may be distributed.

You are also encouraged to provide me with feedback on the course content and format during each class session, as well as during my office hours: Are the material and concepts presented in a clear manner? Is adequate time being given to individual topics? Are different learning styles being accommodated?

IX. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be
construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/integrity.shtml.

X. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XI. Inclement Weather Policy

In the event of inclement weather, students should call the University to see if classes have been cancelled. If the University is operating, the instructor will attend class. Students should contact
the instructor if weather or driving conditions make it impossible for them to get to class so that accommodations can be made as necessary.

XII. Audio & Video Taping Policy

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XIII. Course Content and Reading Assignments

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<th>Session Two:</th>
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**Session Three:**

**Topic:** Advocacy, Social Justice, Community Collaboration & Policy Practice

**Readings:**


**Session Four:**

**Topic:** Child Physical Abuse: Impact, assessment, intervention, evaluation, & diverse communities

**Readings:**


**Session Five:**

**Topic: Neglect: Impact, assessment, intervention, evaluation, & diverse communities**

**Readings:**


**Session Six:**

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**Topic:** Psychological Maltreatment: Impact, assessment, intervention, evaluation, & diverse communities

**Readings:**


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**Session Seven:**

**Topic:** Child Sexual Abuse: Definition, Impact, Scope, & Diverse communities

**Readings:**


**Session Eight:**

**Topic:** Child Sexual Abuse: Intervention and Prevention

**Readings:**


**Session Nine:**

**Topic: Adult Survivors: Impact, assessment, intervention, evaluation, & diverse communities**

**Readings:**


**Session Ten:**

**Topic:** Child Pornography, Prostitution & Trafficking

**Readings:**


**Session Eleven:**

**Topic:** Sibling Abuse  
**Readings:**


**Session Twelve:**
**Topic:** Teen Dating Violence

**Readings:**


### Session Thirteen:

**Topic:** Sex Offenders (Adult & Youth): Scope, Assessment, Intervention & Prevention

**Readings:**

Chaffin, M. (2008). Our minds are made up don’t confuse us with the facts: commentary on policies concerning children with sexual behavior problems and juvenile sex offenders. *Child maltreatment., 13*(110), 110-121


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<th>Session Fourteen:</th>
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<tr>
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