I. **Catalog Course Description**

This course focuses on children (ages birth to 18), and the ways their development and circumstance as a dependent population affect the well-being of individuals and communities. As children generally reside in families, various family forms and risk statuses will be examined with a focus on anti-oppressive social work practice.

II. **Course Overview**

This course provides assessment and intervention strategies for children affected by risk factors ranging from preterm birth and poverty to involvement with the juvenile justice system. Using a broad definition of child welfare services, children’s involvement with various community structures (medical care, daycare and schools, foster and kinship care) will be contextualized and intervention strategies for promoting children’s well-being will be learned.

Emphasis is on assessment of developmental aspects of child well-being and aspects of family well-being (with a broad and diverse definition of family), identification of risks, strengths and resiliency factors, and sociological and psychological knowledge of how family and community contexts affect children. Intervention modalities include direct work with children and their families, case management, promotion of resilience, crisis intervention work with community service systems and the use of the legal system. Preventative and supportive services to strengthen families (or substitute care) for children will be understood as a critical aspect of enhancing children’s well-being.

Focus is on advanced direct practice with children who are at risk because of external pressures and/or internal difficulties. This includes children affected by
poverty and other oppressed and marginalized identities, children affected by prematurity and/or other medical conditions, children in culturally diverse families, and children affected by mental health conditions. Culturally competent assessment of the nature and degree of risk is emphasized, particularly concerning out-of-home placement decisions and permanency planning. The importance of attachments and stability to children’s resilience and well-being are emphasized. Crisis intervention skills are addressed as well as case management, work with other community service systems, and utilization of policy practice through understanding of statutory provisions and effective use of the legal system.

This course explores conditions that affect children in their family contexts such as child abuse and neglect, caregiver substance abuse, HIV/AIDS and other health conditions in children and/or their caregivers, and poverty. Issues related to newly evolving groups such as children born after parents’ use of assisted reproductive technologies will be addressed. A continuum of intervention skills will be taught including prevention of child maltreatment, early intervention, Family Preservation and other types of crisis intervention, promoting attachments for children separated from their caregivers due to medical or protective services, reunification strategies and permanency planning. As an advanced practice course, students will be challenged to synthesize and apply interdisciplinary knowledge to assess, intervene and evaluate their practice with children and their families. Student’s ability to critically evaluate their own work and utilize (and provide) peer supervision will be a hallmark of the course instruction. In addition to examination of practice principles and methods, connections to policy, research and social work’s ethical framework will be highlighted.

III. Place of Course in Program

This course is a Clinical Social Work elective. Prerequisite is the satisfactory completion of the Professional Foundation. Co- or pre-requisite is CSW-I and a clinical level Field Placement.

IV. Course Objectives

1. To understand a family-centered model of social work practice and family preservation as part of promoting children’s well-being under typical circumstances.

2. To identify children at risk, particularly those who experience societal oppression in various forms, and to learn strategies for promotion of resilience.

3. To develop cultural competence in assessing diverse family constellations in terms of their needs and their ability to protect and care for children.
4. To assess the impact of alcohol and other drug misuse, homelessness, and life threatening illness on children when their caregivers have these involvements.

5. To describe a continuum of services to promote children’s well-being including family support policies, family-based treatment, and child welfare services from prevention through treatment.

6. To appreciate the needs and qualities of the disproportionate numbers of minority children and families who come to the attention of the child welfare system, and to understand the implications for policy and ethical practice.

7. To acquire skills in assessment and intervention in cases involving children in the context of their families and societal structures; to use these skills in a manner consonant with social work values, goals, and ethics.

8. To demonstrate understanding of reporting requirements and other legal requirements related to child abuse and neglect that is physical, sexual, or psychological.

9. To identify relevant institutions and work as part of an interdisciplinary team on behalf of children and their families and to appreciate the diverse roles of the social worker as well as the other professionals, child care staff, foster parents and others.

10. To analyze the structure and functions of various types of programs and critically evaluate their strengths and limitations as they are applied to various client systems.

**Educational Policy: Core Competency and Practice Behaviors:**
This course addresses the following CSWE Educational Policies:

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**
- Integrate their knowledge of psychotherapeutic models with an understanding of the social environment and knowledge about when to intervene in it.
- Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self correction, and to insure that practice is congruent with social work ethics and values.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**
- Demonstrate knowledge about common ethical dilemmas in clinical practice.
- Apply ethical decision-making skills and frameworks to issues specific to clinical practice.
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
• Stay abreast of the most current advances in clinical theory and evidence-based practice in not only social work but other helping professions.
• Demonstrate flexibility by shifting perspectives and interventions to suit the needs of clients.

Educational Policy 2.1.4—Engage diversity and difference in practice.
• Demonstrate a commitment to self-awareness of personal biases, both positive and negative, in working with diverse groups.
• Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems such as poverty, crime, social injustice, institutional racism, sexism, and homophobia, and incorporate this understanding into their assessments and interventions.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
• Assess how issues of privilege, social injustice and inequities in access to resources play a role in client difficulties and how they affect the therapeutic alliance.
• Utilize an integrative, anti-oppressive perspective to promote equitable access to services for vulnerable groups.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
• Stay abreast of research findings and evidence-based practices to inform their own practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
• Relate clients’ emotional, behavioral, and personal difficulties to theories, models, and research of human behavior in the social environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
• Demonstrate knowledge of social work policy and the law so as to how to use the policy process to advance social and economic justice and well being for individuals, families and communities.
• Practice in compliance with federal, state and local laws and regulations relevant to their concentration and specialty.

Educational Policy 2.1.10(a)---Engagement
• Understand how members from different ethnic, gender, racial and socioeconomic backgrounds and differently-abled individuals require different methods of engagement.

Educational Policy 2.1.10(c)---Intervention
• Intervene effectively with individuals, families and groups, knowing when to modify approaches when needed.
ADDITIONAL CORE COMPETENCIES: **Core Competencies as school-wide learning goals:**

1. **Identify as a professional social worker and conduct oneself accordingly;**
2. **Apply knowledge of human behavior and the social environment; and**
3. **Apply critical thinking to inform and communicate professional judgment**

**Required Texts**


**Recommended Texts**


- Additional readings will be required as assigned by the professor and will be available on the course shell.

**VI. Course Requirements**

**We are a learning community, therefore:**

This is a collaborative and professional learning community. Students are encouraged to make connections between the assigned course material and their other course work and Field experience. Students are expected to self-advocate, offer meaningful questions and comments in the class discussion and to share additional resources. **Students are advised to communicate concerns, questions and requests to the Instructor early and often so as to be offered the highest degree of support and flexibility.**
Students must read all assigned material and be fully prepared for discussion of the material as well as its application to their own practice experiences. As an advanced course, this will be run in seminar style with full participation expected. Confidentiality as defined by the NASW Code of Ethics is expected of all class members, in regards to their clients as well as their class colleagues. Further, respect for colleagues must be exhibited; this includes refraining from use of cell phones, PDAs and other electronic devices, including laptops, that distract from the class discussion. Students are advised to speak with the Instructor regarding request to use laptops or other electronic devices during class. All electronic devices must be silenced and stowed out of sight and out of hands. Points for Class Participation will be deducted for cell phone and other electronic devices use.

**Class attendance and participation is required.** Students are expected to arrive to class on time. Students are expected to notify the instructor PRIOR to any absence. Student notification may be via email or phone. Students are expected to communicate with the Instructor about the missed course material and use peers for notes. Three (3) or more absences (even when the instructor has been notified-except under extreme conditions) will lead to a reduction of one letter grade; for example, with 3 absences the highest grade possible is a B; 4 a C. Lateness of more than 15 minutes will constitute half of an absence.

Papers are to be completed by scheduled due dates and handed in at the beginning of class. Late assignments will be accepted ONLY with prior approval under very compelling circumstances.

1. Sessions will be conducted primarily on a discussion basis, which incorporates readings.
2. Students will be expected to share incidents from their professional and/or fieldwork experience, which reflect application of conceptual course material to the incident.
3. Students will be expected to participate in class exercises and/or case analyses and presentations.

**Assignments:**

All assignments are due at the beginning of the class for which they are assigned. Failure to turn the assignment on time will result in a lowering of the letter grade for each day that it is late and will result in a failure for that assignment if a week has elapsed. Any exception to this will be made only under compelling circumstances and with the professor’s advance approval. Students are required to make any requests and communications regarding assignment deadlines and extensions 48 hours in advance of the due date. Assignments that require class presentations will be scheduled throughout the Semester. Students will be assigned their presentation dates in early September.
Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. **All of these tasks require excellent writing skills. Therefore, proper grammar, syntax, spelling, and appropriate referencing (APA style) are expected for all assignments.** Substantial credit will be deducted from a paper’s grade for gross and repeated writing, spelling, and referencing errors. Writing assistance is available. Contact the instructor for details.

Plagiarism in the age of electronic media is particularly problematic. Any ideas that come from other sources of any type MUST BE CITED APPROPRIATELY. It is expected that direct quotes will always be cited with a page number (per APA style) and that all work turned in will be the student’s and no one else will be part of the writing process (other than help from the Writing Center on campus). Cutting and pasting from a resource is a form of plagiarism, even when cited appropriately. Block quotes are seldom a student’s best way of writing, but if used, must be fully cited with the page number. **Your professor takes plagiarism quite seriously and expects that all intellectual property of others will be properly cited and acknowledged.** Syntax matters! All papers must meet appropriate usage requirements, although the use of “I” is allowed where appropriate.

**VII. Grading**

**Grade Statement and Rubrics:**

Grades are increasingly contentious. They have also been broadly inflated and standards not held equally across classes. This is provided to have an understanding of the way this professor assesses student work.

It should be understood that students are not graded “on a curve,” which would require that the majority get a C (average under the normal bell curve) and the other 20% + are above that and 20%+- below that. That said, there is some degree of comparison in that those who *clearly go above and beyond the bare requirements and who write well and clearly, and who integrate excellent analysis and/or creativity are going to earn A’s.*

*Those who just meet the requirements of the assignment, with no indication of strong engagement with the material and adequate writing and analysis will receive B’s.* Those who fail to meet some aspect of the assignment requirements, or who have poor syntax or other writing errors and minimal analysis should not expect to get any higher than a C.

Grades for the class will be calculated based on the following breakdown:

**CSW with Children Assignment Rubrics:**

- Reaction Papers: 15 points
- Family Reflection Paper: 20 points
- Article Summary: 15 points
- Class Participation: 15 points
Select ONE (by September 9):

- Peer Supervision: 35 points
- Group intervention presentation: 35 points
- EBP Paper: 35 points

I. Brief Reading Reaction papers
(15 points- 3 per One Minute Response):

At the beginning of three classes throughout the semester, students will have an opportunity to identify at least one reading they had read for that class; its main themes; one thing that was interesting or pertinent to the student’s practice; and one question or dilemma that came up for the student in regard to the reading. In order to receive credit, writing must be legible and access to notes is not permitted.

Rubric:
2 points for themes
1 point for interest
2 points for question for further inquiry

II. Article Summary (4-5 pages)
(15 Points):

Select a topic related to counseling children. Examples include sand tray therapy, trauma focused cognitive behavioral therapy or gender identity. Locate one scholarly article discussing this topic. Write an article summary and reflection addressing the main ideas and themes, data and/or bias in research. Reflect upon your response. What was the take-away for you? How can this inform your practice? What questions linger? Where can you direct further inquiry? Please submit a copy of the article with your paper.

III. Family Reflection Paper (about 4 pages)
(20 points):

Think about your childhood from birth to eighteen. What child well-being needs did you or your immediate family have? What systems impacted your overall well-being? How did parenting style and culture impact well-being and coping skills/resiliency? What resources and services were intact or would have been helpful?

Be certain to identify and address issues around child development, gender, culture and systems of oppression as well as sources of strength. Include articles specific to your family system and the related concerns and themes. This paper will be kept confidential.
The content of this paper will be kept confidential.

Rubric
4 points- Description of the various systems
4 points- Analysis of systems and impact
4 points- Analysis of parenting style and culture
4 points- Description of resources
4 points- Article(s) selection/Syntax and writing style

IV. Attendance and Participation (15 points)

Participation points will be based on attendance and class participation. Students are expected to attend all classes and arrive on time. Absences may occur due to unforeseen circumstances, however, excessive absences (more than two unexcused absences) and/or consistent lateness will result in the lowering of the final grade by one full grade point. Partial attendance of a session is considered an absence. The student must notify the instructor in advance or as soon as possible after the missed class. Missed classes will be excused by the instructor only for compelling reasons (e.g., illness, emergency, and other--to be determined by the instructor); notification does not automatically indicate an excused absence. Even in the event of illness/compelling reasons, 4 or more absences may result in course failure.

Examples of class participation include, but are not limited to, asking relevant questions/making relevant comments, active participation in small/large group exercises, presentation of case material, and bringing to class relevant articles/newspaper clippings/current events information. Student will also have an opportunity to role play during this class.

Rubric:
5 points- Timeliness/ attendance
5 points- Engagement with class discussions, framing questions or bringing in outside relevant information.

“Cafeteria-style” Assignment- Choose one (35 points)

A- Peer Supervision Presentation– Scheduled throughout the semester (35 Points):

This presentation will be a synopsis and critical analysis of your work with a child or family that has been assigned in the field placement. This is your opportunity to offer a case presentation and analysis synthesizing theory, research and practice. Creativity is encouraged! You may do role play, show videos, use handouts etc. to offer more dimension to your case. A Powerpoint/ PREZI or written synopsis is expected for provision to the class and the professor.
A) the context of the agency where you work and its mission  
B) the presenting problems  
C) assessment of primary issue for client and evidence for two approaches from the professional literature following EBP guidelines  
D) treatment plan or contract (which must include appropriate goals and your theoretical understanding of the client’s case and the way that theory informs your intervention plan)  
E) interventions that have been utilized and worked or did not work  
F) *MOST IMPORTANT-  
Identify your treatment dilemma (a place where you are “stuck” in the work)- address 1-2 specific questions or issues that you want feedback about from the class in a peer supervision kind of context. Excellent work is not to be presented- the discussion of a true practice difficulty, uncertainty or struggle is required.

**Rubric**

5 points- Powerpoint/ written case description including all aspects noted A-D  
10 points- Explanation of EBP findings  
10 points- Interventions used and their theoretical underpinning; how they worked  
10 points- Dilemma description and question/s are clearly identified, student leads discussion and non-defensively receives feedback.

**B- Group Intervention Presentation:**  
**(35 points):**

Work in groups of 2-4. Identify a form of intervention used with children. Work together to develop a creative presentation that will:

1. Describe the theoretical foundation for the treatment intervention strategies;  
2. Provide evidence-based practice support for that type of intervention  
3. demonstrate the actual intervention skills and methods (role play or video);  
4. Identify with whom this works best and critique the use of that particular form of intervention.  
5. Engage the class in discussion on the method and its relevance to practice

You can select from various forms of play therapy, family therapy or other modalities, but they must be appropriate for work with children (can be of a specific age). Everyone in the group need not actually present the material, but all will be assessing each group member’s contribution to the presentation.

**Rubric:**

5 points reflect the sophistication of the EBP portion of the presentation  
10 points will reflect the demonstration aspect of the presentation
10 points will reflect the sophistication of the critique of the method
10 points will reflect the ability to engage the class.

C- EBP Paper on topic pertinent to clinical social work practice with children (35 points):

Discuss the topic with the Professor before the end of September.
The paper is expected to be 12-15 pages and will address a particular aspect of practice with children through an EBP lens. The following is one accepted form of EBP:

Application of EBP approach (McCracken & Marsh article will help)
A) Convert information need into an answerable question
B) Describe best evidence found in each pertinent domain
C) Appraise relevance and applicability of information
D) Describe implementation of new knowledge within the context of the case

Outline:

I. Introduction: The paper must include a clear description of the practice question to be addressed. Either a mini-case presentation format or an explanation of the prevalence and relevance of the problem must start the paper.

II. Answerable Question and evidence base: Specify the “answerable question” and report the literature and its applicability to answering your question. It is expected that at least 5 research based resources will be used that are not from the course materials.

III. Appraise the practicability and relevance of your findings to the case or general population you described in the first section and critique the state of the literature on helping you to answer your question.

IV. Describe how you think you would use your new knowledge to assess, intervene, or evaluate cases differently in the future.

Rubric:

10 points discussion of issue and relevance to practice
10 points analysis of research and findings
10 points appraisal of practicality and biases, considerations
5 points for grammar, syntax, and appropriate APA style.

VIII. Course Evaluations
Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students mid-semester and again toward the end of the semester, and all answers are confidential and anonymous. This survey is now being sent to the student on-line and the student is expected to complete it when received. The professor does not have access to the results until after the grades are in, and all responses are de-identified before the professor sees the feedback. Feedback from students about the course is often used to revise the class in following years and mid-semester revisions have occurred based on student feedback. There is also a SIRS mid-point evaluation. IT IS IMPORTANT TO COMPLETE THESE EVALUATIONS WHEN THEY COME TO YOU.

IX. **Course Outline**

* indicates that these resources are available on the Sakai site. Many of the journal titles are also available through IRIS (Go to Find Articles> Electronic Journals> Type in Journal> Issue)

**CONTEXTS of CHILDREN’S LIVES:**

**Class 1**

* Overview of Course
  * The Context of Care for Children


  Henderson & Thompson Text- Chapter 1

  Sori Text- Feeling Faces (pg 3-8)


  Chapter 2- Developmental Perspectives and Clinical Issues (24-49)

**Class 2**

* Societal Forces and Systems that affect Children

  Chapter 1- Putting a Face on Poverty (1-24).

  Chapter 1: Prologue: Angie, Her Family, and the Community of Helpers
Chapter 2: The Framework: A Systems Orientation and a Family-Centered Approach
Chapter 3: Working in the System: Family Supportive Skills
Chapter 4: Changing the System: Family Supportive Procedures

*New Jersey Kid Fact Sheet.


COUNSELING SETTINGS/ ISSUES
Class 3 September 21, 2016
Counseling Children and Families: General Considerations

Henderson & Thompson Text- Ch 2, 3, 15
Sori Ch 3, 7, 9


Class 4 September 28, 2016
Structure, Attachment & Loss Issues

FAMILIES PAPER DUE

Sori- Ch 15


Ch 4 Early Affect Regulation (40-57).

Class 5 October 5, 2016

**Foster care, Family Preservation and keeping children safe**

Henderson & Thompson - Ch 4, 19 (pgs 629-649)

Sori Text- Ch 2 and 23


Class 6 October 12, 2016

**Children in Educational Settings; Group work with Children**

Henderson & Thompson text- CH 18

Sori Text- Ch 14, 16, 46


**Class 7**

**October 19, 2016**

**Children and Medical Settings- Prematurity, Pediatric illness, and Psychiatric in-patient care**

Henderson text- Ch 20

Sori Text- Ch 12, 19, 20


**THERAPEUTIC INTERVENTIONS**

**Class 8**

**October 26, 2016**

**Psycho analytic and Person- Centered**

Henderson & Thompson Chapters 5, 6
Sori Text- Ch 4, 29, 39


**Class 9**

**Behavioral Counseling & Reality Counseling**

Henderson & Thompson Ch. 8, 9

Sori Ch. 32


PHQ9 Screening for Depression.

**Class 10**

**Brief Counseling & CBT**

Henderson & Thompson Ch. 10, 13

(Review last week’s Sori chapters)


**Class 11**

**Individual Psychology & Play Therapy**

Henderson & Thompson Ch 11, 17

Sori 10, 38, 49

***NO CLASS NOVEMBER 23.***

**Class 12**

**Alternate Family Forms: Divorce**

Henderson & Thompson- Ch 19 (pgs 667-681)

Sori text- Ch 43, 44


**Class 13**

**Trauma and Loss and their Effects on Children**

Henderson & Thompson- Ch 19 (pgs 650-657)


Class 14 December 14, 2016
Supporting Families and Children
FINAL PAPER DUE (for those doing one)

Sori 9, 27


Class 15 Wrap-up December 21, 2016

X. 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- *APA 6th Edition is our style guide*.

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. Acknowledgment 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.

Definition of Plagiarism
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. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or 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 to 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 case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

XI. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are taking your courses, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form. Please make sure you indicate the campus where you are taking your courses on this form.

VII. Bibliography


Raghunandan, S., & Leschied, A. (2010). The effectiveness of kinship services with children exposed to partner violence: Exploring a dual victim treatment


Revised: September 2016