

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

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

Spring 2019  
Day & Time of Class  
Room:  
Index #:

Instructor Name  
Office:  
Phone:  
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. Core Competencies and Practice Behaviors.**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

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

Social work practitioners engaged in management and policy are committed to assuring that the work of the organization or community in which they practice, and the policies for which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of major laws and court decisions that affect such rights in their work. They are knowledgeable about social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root causes

Accordingly they are able to develop and implement policies and training to assure such rights are fully accepted and integrated into the organization and its culture. They have the skills to understand how policies oppress the rights of others and recognize how these policies may not advance social, economic, or environmental justice; and how such policies may be amended to protect and further human rights and social, economic and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner.

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

Social work practitioners engaged in management and policy recognize the value of adapting evidence-informed programs and services for the organization and community in which they practice. They also understand the value of using scientific evidence to inform the policies that they advocate and implement. They seek to achieve the best possible outcomes for those they serve and recognize that the most effective manner to achieve this end is to employ those services and programs that have demonstrated positive results as documented by research and evaluation conducted consistent with sound scientific methods. Social workers practicing in management and policy positions use research conducted by their staff or appropriate and

qualified third parties on the programs and services provided by their organization or community in order to contribute to the body of knowledge relative to evidence-informed interventions. They have the skills and knowledge to identify qualified staff and third parties to conduct evaluations on the programs and services provided by their organization. Social workers engaged in management policy practice can reflect on the processes used to collect and analyze data from evaluations where the results are not what they expected, and can present these findings in a non-judgmental manner to board members and other constituents.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, values, and cognitive processes for you to advance human rights and social, economic, and environmental justice, it has been selected be to part of the School of Social Work overall assessment program. This means that one of the course assignments, the activist activity assignment, has been designed to assess your attainment of the competency. This course also provides you with the knowledge, values, skills, and cognitive processes for you to engage in research-informed practice and practice-informed research. The critical analyses papers and the activist activity assignment will also be used to assess your attainment of this competency.

#### **V. Course Objectives**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

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

#### **VI. School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

## **VII. 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 Canvas (see section later in syllabus), which can be accessed at <https://onlinelearning.rutgers.edu/canvas>. Readings are listed in alphabetical order by author's name under the appropriate topic.

## **VIII. 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.** This course has room for multiple and diverse perspectives, and it is essential for us 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!

The use of cell phones (including text messaging), iPhones, 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 phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues. Laptops are permitted to take notes or review course handouts. Please be respectful to the instructor and your classmates and do not use your laptop to check email, Facebook, or search the internet.

**Contacting the Instructor.** I can be contacted via email or telephone.

*Email:* When sending email to me and/or other members of our class, you still must identify yourself fully by **name**. I will respond to course related questions within 24–48 hours.

*Phone:* You can set up a time to speak with me over the phone. I will provide the number once we have scheduled a time to speak.

**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. Consistent lateness to class will also result in being marked absent.

It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

**Canvas.** Canvas is a modern learning management system used at Rutgers University to deliver online courses and to aid in the communication and dissemination of course information and materials for in person courses. All correspondence, including submission of assignments and email communications, will be conducted through Canvas. Should you have any questions specifically related to this course, please click on the help button (bottom right of Canvas Dashboard) and choose the best option for your question.

### **Course assignments:**

There are 3 assignments for this course. More details are provided in the Syllabus section on Canvas. All assignments are to be electronically posted in the assignments section of Canvas no later than 11:59pm on the due date. 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 & Media 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:** Students will arrange to participate in some activist activity on a topic addressed in class. This requirement can be met through a range of activities, including participation in a rally, involvement in a public meeting/forum, an artistic demonstration, a letter to the editor, etc. Be creative and make the activity meaningful. It would be to your benefit to plan your involvement early on. ***Your choice of an activity must be approved by the instructor.*** Students will make an informal in-class presentation and turn in a 5-6-page paper which documents and reflects on your involvement in the activity, including a critical analysis. Assignment is due electronically by 11:59pm on \_\_\_\_\_; presentations will be given that day in class.

**Grading**

<u>Activity:</u>	<u>Value:</u>	<u>Due Date:</u>
Class Participation	10%	All Classes
Critical Analysis Papers	30%	
Film Project	25%	
Activist Activity & Paper	35%	
<b>TOTAL:</b>	<b>100%</b>	

Grading for this MSW course is as follows:

92-100 = A                      82-86 = B                      70-76 = C  
 87-91 = B+                      77-81 = C+                      0-69 = Failed (F)

**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.

## **IX. 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.

## **X. Other Resources**

**Office on Violence Prevention and Victim Assistance:** Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine

students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **732.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

**Active Shooter Resources:** Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

## **XI. 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?

## **XII. 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 APA citation style which is described in the Publication manual of the American Psychological Association, 6<sup>th</sup> edition.

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 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 as described in the University's Academic Integrity Policy is as follows: ***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

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 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 Laura Curran, at [lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu). 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/academic-integrity-at-rutgers>.

### **XIII. 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.

#### **XIV. 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.

#### **XV. Policy on Audio & Video Taping & Sharing Course Materials**

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.

## **XVI. Course Content and Reading Assignments**

### **Module One:**

**Topic: Course Overview/Relevance to Social Work/Theoretical Foundations**

**No Readings**

### **Module Two:**

**Topic: Theoretical Foundations**

**Readings:**

Bacon, H. & Richardson, S. (2001). [Attachment theory and child abuse: An overview of the literature for practitioners](#). *Child Abuse Review*, 10(6), 377-397.

Freeman, K. A., & Morris, T. L. (2001). [A review of conceptual models explaining the effects of child sexual abuse](#). *Aggression and Violent Behavior*, 6, 357-373.

Frelsther, B., Merritt, D. H. & LaScala, E. A. (2006). [Understanding the ecology of child maltreatment: A review of the literature and directions for future research](#). *Child Maltreatment*, 11(3), 263-280.

Little, L. & Kaufman Kantor, G. (2002). [Using ecological theory to understand intimate partner violence and child maltreatment](#). *Journal of Community Health Nursing*, 19(3), 133-145.

Mennen, F. E. & O'Keefe, M. (2005). [Informed decisions in child welfare: The use of attachment theory](#). *Children and Youth Services Review*, 27, 577-593.

Schilling, S., & Christian, C.W. (2014). [Child Physical Abuse and Neglect](#). *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 309–319.

### **Module Three:**

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

**Readings:**

Anda, R. F., Butchart, A., Felitti, V. J., & Brown, D. W. (2010). [Building a framework for global surveillance of the public health implications of adverse childhood experiences](#). *American Journal of Preventive Medicine*, 39, 93–98.

Bliss, D.L. (2015) [Using the Social Work Advocacy Practice Model to Find Our Voices in Service of Advocacy](#). *Human Service Organizations: Management, Leadership & Governance*, 39, 57–68.

Daro, D. & Dodge, K. A. (2009). [Creating community responsibility for child protection: Possibilities and challenges](#). *The Future of Children*, 19(2), 67-93.

Edelman, M.W. (2008). *2008 Dr. Martin Luther King, Jr. Celebration Remarks*. Children's Defense Fund. Retrieved October 29, 2008 from [http://www.childrensdefense.org/site/DocServer/20080131\\_MLK.pdf?docID=6121](http://www.childrensdefense.org/site/DocServer/20080131_MLK.pdf?docID=6121)

Imig, D. (2006). [Building a social movement for America's children](#). *Journal of Children & Poverty*, 12(1), 21-37.

Klevens, J., Barnett, S.B.L., Florence, C., Moore, D. (2014). [Exploring policies for the reduction of child physical abuse and neglect](#). *Child Abuse & Neglect*. 40, 1-11.

Lens, V. (2005). [Advocacy and Argumentation in the Public Arena: A Guide for Social Workers](#). *Social Work*, 50(3), 231-238.

Vieth, V. I. (2006). [Unto the third generation: A call to end child abuse in the United States within 120 years](#). *Journal of Aggression, Maltreatment & Trauma*, 12, 5-55.

#### **Module Four:**

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

**Readings:**

Choi, S., Huang, H., & Ryan, J.P. (2012). [Substance abuse treatment completion in child welfare: Does substance abuse treatment completion matter in the decision to reunify families?](#) *Children and Youth Services Review*, 34, 1639-1645.

Denby, R.W. & Curtis, C.M (2003). [Why special populations are not the target of family preservation services: A case for program reform](#). *Journal of Sociology and Social Welfare*, 30(2), 149-173.

Dufour, S., & Chamberland, C. (2004). [The effectiveness of selected interventions for previous maltreatment: Enhancing the well-being of children who live at home](#). *Child and Family Social Work*, 9 (1) 39-56.

Ethier, L. S., Couture, G., & Lacharite, C. (2004). [Risk factors associated with the chronicity of high potential for child abuse and neglect](#). *Journal of Family Violence*, 19(1), 13-24.

Geeraert, L., Van den Noortgate, W., Grietens, H., & Onghena, P. (2004). [The effects of early prevention programs for families with young children at risk for physical child abuse and neglect: A meta-analysis](#). *Child maltreatment*, 9(3), 277-291.

Harder, J. (2005). [Research implications for the prevention of child abuse and neglect](#). *Families in Society*, 86(4), 491-501.

- Kennedy, S.C., Kim, J.S., Tripodi, S.J., Brown, S.M., Gowdy, G. (2016) [Does Parent-Child Interaction Therapy Reduce Future Physical Abuse? A Meta-Analysis](#). *Research on Social Work Practice*, 26(2), 147-156.
- Lazenbatt, A. (2013). [Fabricated or Induced Illness in Children: A Narrative Review of the Literature](#). *Child Care in Practice*, 19(1), 61-77.
- Limb, G., Chance, T., & Brown, E. F. (2004). [An empirical examination of the Indian Child Welfare Act and its impact on cultural and familial preservation for American Indian children](#). *Child Abuse and Neglect*, 28, 1279-1289.
- Maguire-Jack, K. & Font, S.A. (2017) [Intersections of individual and neighborhood disadvantage: Implications for child maltreatment](#). *Children and Youth Services Review*, 72, 44-51.
- Miller, K.M., Cahn, K., Anderson-Nathe, B., Cause, A.G., Bender, R. (2013). [Individual and systemic/structural bias in child welfare decision making: Implications for children and families of color](#). *Children and Youth Services Review*, 35(9), 1634-1642.
- Miller, K.M., Cahn, K., Orellana, E.R. (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.
- Nadan, Y., Spilsbury, J.C., Korbin, J.E. (2015). [Culture and context in understanding child maltreatment: Contributions of intersectionality and neighborhood-based research](#). *Child Abuse & Neglect*, 41, pp 40-48.
- Rhee, S., Chang, J., Berthold, S.M., & Mar, G. (2012) [Child Maltreatment Among Immigrant Vietnamese Families: Characteristics and Implications for Practice](#). *Child and Adolescent Social Work Journal*, 29, 85-101.
- Rossmann, B. B. R., & Rea, J. G. (2005). [The relation of parenting styles and inconsistencies to adaptive functioning for children in conflictual and violent families](#). *Journal of Family Violence*, 20(5), 261-277.
- Santa-Sosa, E.J., Runyon, M.K. (2015) [Addressing Ethnocultural Factors in Treatment for Child Physical Abuse](#). *Journal of Child and Family Studies*, 24, 1660-1671.
- Schilling, S., & Christian, C.W. (2014). [Child Physical Abuse and Neglect](#). *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 309–319.
- Sebre, S., Sprugevica, I., Novotni, A., Bonevski, D., Pakalniskiene, V., & Popescu, D. et al. (2004). [Cross-cultural comparisons of child-reported emotional and physical abuse: Rates, risk factors and psychosocial symptoms](#). *Child abuse & neglect*, 28(1), 113-127.

Sloman, L., Taylor, P. (2015). [Impact of Child Maltreatment on Attachment and Social Rank Systems: Introducing an Integrated Theory](#). *Trauma, Violence, & Abuse*, 17(2), 172-185.

Stith, S. M., Liu, T., Davies, L. C., Boykin, E. L., Alder, M. C., Harris, J. M., Som, A., McPherson, M. & Dees, J.E.M.E.G. (2009). [Risk factors in child maltreatment: A meta-analytic review of the literature](#). *Aggression and Violent Behavior*, 14, 13-29.

Swenson, C. C., & Chaffin, M. (2006). [Beyond psychotherapy: Treating abused children by changing their social ecology](#). *Aggression and Violent Behavior*, 11, 120-137.

<b>Module Five:</b>
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**Topic: Neglect and Psychological Maltreatment: Impact, assessment, intervention, evaluation, & diverse communities**

**Readings:**

**Neglect**

Berry, M., Charlson, R., & Dawson, K. (2003). [Promising practices in understanding and treating child neglect](#). *Child and Family Social Work*, 8, 13-24.

Clement, M.E., Berube, A., & Chamberland, C. (2016) [Prevalence and risk factors of child neglect in the general population](#). *Public Health*, 138, 86-92.

Dubowitz, H., Pitts, S., Black, M. (2004). [Measurement of three major subtypes of child neglect](#). *Child Maltreatment*, 9(4), p344-356.

Geeraert, L., Van den Noortgate, W., Grietens, H., & Onghena, P. (2004). [The effects of early prevention programs for families with young children at risk for physical child abuse and neglect: A meta-analysis](#). *Child maltreatment*, 9(3), 277-291.

Gershater-Molko, R. M., Lutzker, J. R., & Sherman, J. A. (2002). [Intervention in child neglect: An applied behavioral perspective](#). *Aggression and Violent Behavior*, 7, 103-124.

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## **Module Seven:**

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

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## **Module Nine:**

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

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## Module Ten:

### Topic: Child Pornography, Prostitution & Trafficking

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## Module Eleven:

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## Module Twelve:

### Topic: Teen Dating Violence

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<b>Module Thirteen:</b>
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**Topic:           Gangs and Bullying**

**Readings:**

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## Module Fourteen:

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

**Readings:**

Calleja, N.G. (2013). [Integrating research into practice: The Forward-Focused Model of adolescent sexual behavior treatment](#). *Aggression & Violent Behavior*, 18, 686-694.

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

Ennis, L. & Kadambi, M.A. (2008). Chapter 5: The impact and rewards of providing sex offender treatment. In B. K. Schwartz (ed.), *The Sex Offender*, 6, 5-1 – 5-25). New York: Civic Research Institute. Retrieved from [https://www.civicrosearchinstitute.com/toc/tso6\\_toc.pdf](https://www.civicrosearchinstitute.com/toc/tso6_toc.pdf).

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<b>Module Fifteen:</b>
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**Topic:** Social Change, Activism & Implications for Social Work (Student presentations)

**No Readings**