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

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

Spring 2016   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.   School-Wide Learning Goal
The Rutgers University School of Social Work learning goal is to prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies which are as follows:
   1. Identify as a professional social workers 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.

VI.   Core Competencies and Practice Behaviors.
Successful completion of this course will strengthen the student's Core Competencies and Practice Behaviors as outlined in the following passage from the *Educational Policy and Accreditation Standards* issued by the Council on Social Work Education (CSWE). This course will focus on the following three competencies:

Competency 3: Advance human rights and social, economic and environmental justice
Competency 4: Engage in research-informed practice and practice-informed research
Competency 5: Engage in policy practice

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 eCollege (see section later in syllabus), which can be accessed at http://onlinelearning.rutgers.edu/ecollege. 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 Virtual Office, email, or via telephone.

Virtual office: Please use the Virtual Office for all course questions that you feel comfortable asking publicly. I check my Virtual Office messages every 24 to 48 hours. For confidential correspondence, please send an email.

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.

eCollege. eCollege 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 eCollege. 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 specifically related to this course, please email help@ecollege.rutgers.edu or call 848-932-4702. For technical help 24 hours a day / 7 days a week, please contact helpdesk@ecollege.com or call 877-778-8437.

To find your course, go to http://ecollege.rutgers.edu. Your **Rutgers NetID** and password are the standard login credentials needed to access your courses.

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 ▨▨▨ 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 & 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 <u>*informal*</u> 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 ____ on _____; presentations will be given that day in class.

Grading

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

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.

Some library tools that may be of particular relevance to this course:
Under the main library website, check out the following:

a. *The Electronic Reference Sources* http://libguides.rutgers.edu/referencecontents. 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* http://libguides.rutgers.edu/. 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 http://www.libraries.rutgers.edu/refworks.* A web-based bibliography and citation manager.

X. 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?

XI. 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, 6th 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 Antoinette Y. Farmer, 848.932.5358. 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.

Turnitin is a program linked to eCollege that is a tool to prevent plagiarism and provide feedback to students and the instructor. Turnitin ensures original work by checking submitted papers against 14 billion web pages, 150 million student papers and leading library databases and publications. Over 50 percent of plagiarism comes from other student's work. Turnitin compares submitted papers to a database of over 150 million papers in the Turnitin paper database. Each day, the Turnitin student database grows by 150,000 papers. All papers submitted for this class will be automatically submitted to Turnitin for review. The instructor and the student will see the results of the review; should the paper be plagiarized, the instructor will automatically report the student for the violation. Hence, students are encouraged to submit their papers to Turnitin to get feedback PRIOR to submitting the paper to be graded.

XII.   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 officially enrolled, 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.

XIII.   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.

XIV.   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.

XV.   Course Content and Reading Assignments

Session One:

Topic: **Course Overview/Relevance to Social Work/Theoretical Foundations**
No Readings

Session 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.

Coohey, C. & Braun, N. (1997). Toward an integrated framework for understanding child physical abuse. *Child Abuse & Neglect, 21*(11), 1081-1094.

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.

Frelsthler, 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.

Paulsen, D. J. (2003). No safe place: Assessing spatial patterns of child maltreatment victimization. *Journal of Aggression, Maltreatment & Trauma, 8*(1/2), 63-85.

Session Three:

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

Readings:

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

Ezell, M. (2001). Understanding advocacy. In M. Ezell, Advocacy in the human services (pp. 20-36). United States: Brooks/Cole.

Ezell, M. (2001). Legislative advocacy. In M. Ezell, Advocacy in the human services (pp. 74-97). United States: Brooks/Cole.

Hoefer, R. (2006). *Advocacy Practice for Social Justice*. Chicago: Lyceum Books.
Chapter 2: Social Justice and Advocacy Practice, pp. 20-35.

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

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.

Session Four:

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

Readings:

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

Belsky, J. (1993). Etiology of child maltreatment: A developmental-ecological analysis. *Psychological Bulletin*, 114, 90-111.

Corcoran, J. (2000). Family interventions with child physical abuse and neglect: A critical review. *Children and Youth Services Review*, *22*, 563-591.

Courtney, M. & Skyles, A. (2003). Racial Disproportionality in the child welfare system. C*hildren and Youth Services Review, 25*(5/6). pp. 355-358.

Daro, D. A. & McCurdy, K. P. (2007). Interventions to prevent child maltreatment. In L.S. Doll, S.E. Bonzo, D.A. Sleet & J. A. Mercy (eds.), *Handbook of Injury and Violence Prevention*, New York: Springer, pp. 137-155.

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.

Faulkner, S. S., & Faulkner, C. A. (2004). Poverty as a predictor of child maltreatment: A brief analysis. *Journal of Poverty, 8*(1), 103-106.

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.

Gil, E., (2006). Chapter 1: Basic principles for working with abused and traumatized children. In *Helping abused and traumatized children* (pp. 3-19). New York, NY: The Guilford Press.

Gil, E., (2006). Chapter 2: Guidelines for integrated assessment. In *Helping abused and traumatized children* (pp. 20-51). New York, NY: The Guilford Press.

Gordon, L. (1997). Family violence, feminism, and social control. In L.L. O'Toole & J.R. Schiffman (Eds.) *Gender Violence: Interdisciplinary Perspectives*. New York, NY: NYU Press, pp. 314-330.

Graham-Bermann, S.A.. (2002). Chapter 6 Child abuse in the context of domestic violence. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), *The APSAC*

handbook on child mistreatment (2nd ed.) (pp. 119-129) Thousand Oaks, CA: Sage Publications Inc.

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

Johnson, C.F. (2002). Chapter 13: Physical abuse. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), *The APSAC handbook on child mistreatment* (2nd ed.) (pp. 249-268) Thousand Oaks, CA: Sage Publications Inc.

Kelley, S.J. (2002). Chapter 5 Child maltreatment in the context of substance abuse. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), *The APSAC handbook on child mistreatment* (2nd ed.) (pp. 105-117) Thousand Oaks, CA: Sage Publications Inc.

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.

Parnell, T.F. (2002). Chapter 7 Munchausen by proxy syndrome. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), *The APSAC handbook on child mistreatment* (2nd ed.) (pp. 131-140) Thousand Oaks, CA: Sage Publications Inc.

Rossman, 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.

Sanders, M. R., Cann, W., & Markie-Dadds, C. (2003). The triple p-positive prevention programme: A universal population-level approach to the prevention of child abuse. *Child Abuse Review*, *12*, 155-171.

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.

Sidebotham, P. (2001). An ecological approach to child abuse: A creative use of scientific models in research and practice. *Child Abuse Review*, 10, 97-112.

Sook Park, M. (2001). The factors of child physical abuse in Korean immigrant families. *Child Abuse and Neglect*, 25, 945-958.

Smith, B. (2003). How Parental Drug Use and Drug Treatment Compliance Relate to Family Reunification. *Child Welfare 82 (3)*.

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.

Session Five:

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

Readings:

<u>Neglect</u>

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

Briere, J. (2002). Chapter 10: Treating adult survivors of severe childhood abuse and neglect. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), *The APSAC handbook on child mistreatment* (2nd ed.) (pp. 175-203) Thousand Oaks, CA: Sage Publications Inc.

Corcoran, J. (2000). Family interventions with child physical abuse and neglect: A critical review. *Children and Youth Services Review*, 22, 563-591.

Dubowitz, H. & Black, M. (2002). Chapter 14: Neglect of children's health. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), *The APSAC handbook on child mistreatment* (2nd ed.) (pp.269-292) Thousand Oaks, CA: Sage Publications Inc.

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

Erickson, M.F. & Egeland, B. (2002). Chapter 1: Child neglect. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), *The APSAC handbook on child mistreatment* (2nd ed.) (pp. 3-20) Thousand Oaks, CA: Sage Publications Inc.

Gaudin, J., Wodarski, J., Arkinson, M., & Avery, L. (1990-1991). Remedying child neglect: Effectiveness of social network interventions. *Journal of Applied Social Sciences*, 15, 97-123.

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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Session Thirteen:

Topic: **Gangs and Bullying**
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Session Fourteen:

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

Chaffin, M., Letourneau, E. & Silovsky, J.F. (2002). Chapter 11: Adults, adolescents, and children who sexually abuse children. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), *The APSAC handbook on child mistreatment* (2nd ed.) (pp. 205-232) Thousand Oaks, CA: Sage Publications Inc.

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Session Fifteen:

Topic: **Social Change, Activism & Implications for Social Work (Student presentations)**
No Readings: