

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

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

Spring 2023  
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, peer violence (teen dating violence, bullying) and trafficking. These issues are considered in the context of intersecting form of trauma including sources of systemic oppression, structural inequality and social determinants of violence. Perspectives on working with both victims/survivors and perpetrators are presented, including adult survivors of child abuse though the main focus of the course is on understanding research and theories about why violence happens and how we can better prevent and respond to it at levels across the social-ecological model. A key theme is being able to identify resilience and strengths.

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. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). Students are welcome to review CSWE's accreditation standards 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.

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 to be 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 film analysis assignment will also assess your attainment of this competency.

**V. Course Level Learning Goals**

Upon completion of the course, students will have the competence to:

1. Explain and analyze how variables across the social ecology enhance risk or create protective factors for violence and abuse in childhood, including how ongoing structural inequalities and systems of oppression contribute to childhood violence.
2. Identify and explain different ways to engage in empowering and reflexive ways with individuals, communities, or organizations that experience multiple marginalized identities and thus have unique experiences of childhood violence and unique perspectives on solutions.
3. Identify current trends in service delivery to victims/survivors and perpetrators of childhood violence and abuse, including interventions, prevention efforts, and policies and analyze them to ensure those interventions recognize power differentials based on the intersection of social identities including, but not limited to, race, class, age, gender, and ability status<sup>1</sup> in the client-worker relationship. Identify culturally responsive and informed interventions, including helping clients to analyze how problems they interpreted as personal faults may originate from systemic inequities.

4. Explain 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 including by helping clients and communities understand how their intersecting identities may affect their exposure to violence in childhood.
5. Explain and analyze resilience and strengths-based models of violence prevention and response that help social workers hold themselves accountable and practice Allyship by consistently being aware of and evaluating how their actions and practices affect others and whether their actions are challenging oppression.

## **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. Each module contains a list of readings. Some will be marked as required for all. Everyone will read that article. For others, you will each be assigned to a group and will read the additional article assigned to your group based on the number of your group. Finally, a list of articles for future reference are included for those of you who wish to read beyond what is assigned.

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 under Reading List by author's name under the appropriate topic/module.

## **VIII. Course Attendance and Participation**

### **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 but approach each other with humility and openness and respect. Learning in this class should be safe but not always comfortable. 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 and put them away 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, social media, 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 (except that I do not check email on the weekends).

*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.

### **IX. Diversity and Inclusion Statement**

RU SSW seeks to create an inclusive learning environment where diversity, individual differences and identities (including but not limited to race, gender-identity and expression, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

### **X. Reaching Out and Student Success and Well-Being**

Graduate School is challenging no matter what and this has been a particularly challenging time period for all of us. My goal is to support your success in the classroom despite these challenges. If you are struggling academically or if you have other concerns, please reach out to me and communicate your concerns. I am here to help you with course content and I can refer you to other academic support and/or resources to support your well-being as necessary. Please remember that the [Office of Student Affairs](#) and your advisor are also here to help facilitate your success in our program as well. A variety of resources can be found on including supports around behavioral health/counseling, sexual violence and misconduct diversity and inclusion and bias reporting by campus at <https://socialwork.rutgers.edu/current-students/office-student-affairs>.

### **XI. Course assignments and grading:**

There are 5 types of assignments for this course. More details are provided in the Syllabus and Assignments sections on Canvas. **Each assignment as an additional assignment description that can be found 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 electronically on CANVAS can be retrieved and read by the instructor. Once graded, I will post comments and your grade via CANVAS.

*SSW MSW Grading Scale:* Below is the grading scale for the MSW program

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

\*Scores to be rounded up at .5

Assignment Values:

- Class participation: 15%
- Current event: 10%
- Critical analysis papers: 20% total, 10% each
- Personal reflection or Podcast review: 20%
- Final paper: Film analysis: 35%

1. **Current Event.** You will choose a week of the semester and for class that week you will locate and read a current event article (from a professional website or authoritative media outlet) that represents a current issue relevant to the module for that week. This can include a summary of a policy or legislation that is being debated, a news story about a topic we are studying, etc. You will share a summary of the issue in class including how the event is related to what we are studying, how it raises questions about issues of inclusion, intersectionality, diversity and equity (or how it fails to do so), and the implications it has for social work practice related to childhood violence.
2. **Critical Analysis Papers:** Students will complete two (2) 3-4 page papers which critically analyze the topic areas covering articles chosen from the readings (3 articles per paper) and focused on a topic/question/thesis statement that you create and that reflects a critical analysis of a theme that connects several readings we have done for class. Your papers can focus on one module in particular or cut across several. Please see additional details in a separate document on CANVAS.
3. **Personal Reflection or Podcast review:** You can choose ONE of the following assignments to do. The purpose of this assignment is to help you engage in some self-reflection about how you will put to use information and perspectives you have been learning in this course.
  1. **OPTION 1:** Prepare a self-reflection about what you have learned and how you will use material from this class in your career as a social worker. You might start by thinking about the ideas/views you had about child maltreatment before you started this class. What is something new that you learned or how did your perspective shift during the semester? How will this new perspective or idea that you now have impact the job you hope to have next after getting your MSW?
  2. **OPTION 2:** Select an episode of the podcast Doin' the Work <https://dointhework.podbean.com/> to listen to. Many of them are about the child

welfare system or about how social work engages with communities experiencing trauma. Provide an analysis of how the podcast challenged your thinking or perspectives on social work in some way. How could this new idea or way of thinking to thinking about social work practice to address violence in childhood? In this reflection you should reflect both on new things you learned in the course this semester and what you learned from the podcast. Pay particular attention to thinking about social justice and systems level analysis of issues related to violence in childhood.

- 4. Film/TV & Media project:** This will be a culminating final project for the course. Students will view a film/TV episode on an issue related to violence in childhood and will write a 6-7 page paper discussing and critically analyzing the film. Your discussion should include describing the theoretical perspective(s) presented in the film, the dynamics of abuse presented including key risk or protective factors, ethical considerations, and the implications for the characters. How well does the film/TV episode portray or discuss issues related to childhood violence as we have been studying it in this class and research evidence for causes, consequences or treatment? What systems of power and privilege or systems of oppression are operating in the story and with what impact? What strengths/resilience processes are portrayed? Additionally, students will relate the film to social work prevention, interventions or policies. Students must include ideas and citations of readings from class to support arguments and points being made.

**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.

## **XII. Academic Resources**

### **Library Research Assistance**

**Julia Maxwell** is the social work the social work librarian on the New Brunswick Campus [julia.maxwell@rutgers.edu](mailto:julia.maxwell@rutgers.edu) ; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu) 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. They are all available to meet with students.

### **Writing Assistance**

Success in graduate school and within the larger profession of social work depends on strong writing skills. Writing skills can be improved with practice and effort and Rutgers has multiple resources available to help students strengthen their professional and academic writing skills.

### **All MSW Students**

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. <https://rlc.rutgers.edu/student-services/writing-tutoring> Online tutoring is available.

### **Additional Online Resources**

## *APA Style*

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

## *Email Etiquette for Students*

<https://owl.english.purdue.edu/owl/resource/694/01/>

## **XIII. 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, **848.932.1181**, <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>.

## **XIV. Academic Integrity**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work;

obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; **Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved;** Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@ssw.rutgers.edu)). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time

the faculty member becomes aware of 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, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

#### **XV. 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' 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 website.

#### **XVI. 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.

#### **XVII. 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.

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

### **Module One:**

**Topic:** Course Overview/Relevance to Social Work/Theoretical Foundations and self care (including vicarious trauma)  
**No Readings**

### **Module Two:**

**Topic:** Theoretical Foundations including Intersectionality and Resilience  
**Readings:**

**All read:**

Collins, P. H. (2017). On violence, intersectionality and transversal politics. *Ethnic and Racial Studies*, 40(9), 1460-1473.

**All choose one of the following:**

Nadan, Y., & Korbin, J. (2018). Cultural Context, Intersectionality, and Child Vulnerability. *Childhood Vulnerability Journal*, 1(1-3), 5-14.

Bethell, C., Jones, J., Gombojav, N., Linkenbach, J., & Sege, R. (2019). Positive childhood experiences and adult mental and relational health in a statewide sample: associations across adverse childhood experiences levels. *JAMA pediatrics*, 173(11), e193007-e193007.

**JIGSAW DISCUSSION:** In addition to the two required readings above, each student reads ONE of the articles below that corresponds to the number of the group they were assigned to. Come prepared to share main point of the article you read with other students.

1. Resilience Portfolios: <https://ce.nationalregister.org/wp-content/uploads/2018/10/Resilience-After-Trauma-by-Dr.-Sherry-Hamby.pdf>
2. Gómez-Leal, R., Megías-Robles, A., Gutiérrez-Cobo, M. J., Cabello, R., & Fernández-Berrocal, P. (2020). Personal Risk and Protective Factors Involved in Aggressive Behavior. *Journal of Interpersonal Violence*, 0886260520926322.
3. Tremblay, R. E., Vitaro, F., & Côté, S. M. (2018). Developmental origins of chronic physical aggression: A bio-psycho-social model for the next generation of preventive interventions. *Annual review of psychology*, 69, 383-407.
4. Vagi, K. J., Stevens, M. R., Simon, T. R., Basile, K. C., Carter, S. P., & Carter, S. L. (2018). Crime Prevention Through Environmental Design (CPTED) characteristics associated with violence and safety in middle schools. *Journal of school health*, 88(4), 296-305.

5.. Biglan, A., Flay, B. R., Embry, D. D., & Sandler, I. N. (2012). The critical role of nurturing environments for promoting human well-being. *American Psychologist*, 67(4), 257.

6. Natallie Gentles-Gibbs (2016) Child Protection and Family Empowerment: Competing Rights or Accordant Goals?, *Child Care in Practice*, 22:4, 386-400, DOI: [10.1080/13575279.2016.1188760](https://doi.org/10.1080/13575279.2016.1188760)

For further reading (optional and not part of the assignment):

van IJzendoorn, M. H., Bakermans-Kranenburg, M. J., Coughlan, B., & Reijman, S. (2020). Annual Research Review: Umbrella synthesis of meta-analyses on child maltreatment antecedents and interventions: differential susceptibility perspective on risk and resilience. *Journal of child psychology and psychiatry*, 61(3), 272-290.

Cicchetti, D., & Doyle, C. (2016). Child maltreatment, attachment and psychopathology: mediating relations. *World Psychiatry*, 15(2), 89.

Musicaro, R. M., Spinazzola, J., Arvidson, J., Swaroop, S. R., Goldblatt Grace, L., Yarrow, A., ... & Ford, J. D. (2019). The complexity of adaptation to childhood polyvictimization in youth and young adults: Recommendations for multidisciplinary responders. *Trauma, Violence, & Abuse*, 20(1), 81-98.

### Module Three:

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

**Readings:**  
**All read:**

Hampton-Anderson, J. N., Carter, S., Fani, N., Gillespie, C. F., Henry, T. L., Holmes, E., Lamis, D. A., LoParo, D., Maples-Keller, J. L., Powers, A., Sonu, S., & Kaslow, N. J. (2021). Adverse childhood experiences in African Americans: Framework, practice, and policy. *American Psychologist*, 76(2), 314–325. <https://doi.org/10.1037/amp0000767>

Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2020). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counseling Psychology*.

**JIGSAW added readings by group: (please read ONE additional article based on your numbered group assignment)**

1. Elm, J. H., Lewis, J. P., Walters, K. L., & Self, J. M. (2016). “I’m in this world for a reason”: Resilience and recovery among American Indian and Alaska Native two-spirit women. *Journal of lesbian studies*, 20(3-4), 352-371.

2. Sprague Martinez et al (2018). The power of prevention and youth voice: A strategy for social work to ensure youths' healthy development. *Social Work*, 63, 135-143.

3. Cromer, L. D., Gray, M. E., Vasquez, L., & Freyd, J. J. (2018). The relationship of acculturation to historical loss awareness, institutional betrayal, and the intergenerational transmission of trauma in the American Indian experience. *Journal of Cross-Cultural Psychology*, 49(1), 99-114.

4. Atkins, D. N., & Durrance, C. P. (2020). State Policies That Treat Prenatal Substance Use As Child Abuse Or Neglect Fail To Achieve Their Intended Goals: Study examines the effect of state policies that treat prenatal substance use as child abuse or neglect on the incidence of neonatal abstinence syndrome and other factors. *Health Affairs*, 39(5), 756-763.

5. Jones, S. C., & Neblett, E. W. (2016). Racial–ethnic protective factors and mechanisms in psychosocial prevention and intervention programs for Black youth. *Clinical child and family psychology review*, 19(2), 134-161.

6. Ellis, B. H., & Abdi, S. (2017). Building community resilience to violent extremism through genuine partnerships. *American Psychologist*, 72(3), 289.

For further reading:

Comas-Díaz, L., Hall, G. N., & Neville, H. A. (2019). Racial trauma: Theory, research, and healing: Introduction to the special issue. *American Psychologist*, 74(1), 1.

Hamby, S., Schultz, K., & Elm, J. (2020). Understanding the burden of trauma and victimization among American Indian and Alaska native elders: historical trauma as an element of poly-victimization. *Journal of Trauma & Dissociation*, 21(2), 172-186.

Strompolis, M., Tucker, W., Crouch, E., & Radcliff, E. (2019). The intersectionality of adverse childhood experiences, race/ethnicity, and income: Implications for policy. *Journal of prevention & intervention in the community*, 47(4), 310-324.

Reinschmidt, K. M., Attakai, A., Kahn, C. B., Whitewater, S., & Teufel-Shone, N. (2016). SHAPING A STORIES OF RESILIENCE MODEL FROM URBAN AMERICAN INDIAN ELDERS' NARRATIVES OF HISTORICAL TRAUMA AND RESILIENCE. *American Indian and Alaska native mental health research (Online)*, 23(4), 63.

Klika, J. B., Rosenzweig, J., & Merrick, M. (2020). Economic Burden of Known Cases of Child Maltreatment from 2018 in Each State. *CHILD AND ADOLESCENT SOCIAL WORK JOURNAL*, 37(3), 227-234.

Yehuda, R., & Bierer, L. M. (2007). Transgenerational transmission of cortisol and PTSD risk. *Progress in brain research*, 167, 121-135.

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.

Thomas, N., Crowley, A., Moxon, D., Ridley, J., Street, C., & Joshi, P. (2017). Independent advocacy for children and young people: developing an outcomes framework. *Children & Society*, 31(5), 365-377.

## Module Four:

**Topic:** Child Physical Abuse: Impact, assessment, intervention, evaluation, & diverse communities; checking in on self care

**Readings:**

All read

review this website: National Children’s Traumatic Stress Network: <https://www.nctsn.org/>

Sariaslan, A., Kääriälä, A., Pitkänen, J., Remes, H., Aaltonen, M., Hiilamo, H., ... & Fazel, S. (2022). Long-term health and social outcomes in children and adolescents placed in out-of-home care. *JAMA pediatrics*, 176(1), e214324-e214324.

**JIGSAW:** Each read one below according to group number assigned:

1. Prinz, R. J. (2016). Parenting and family support within a broad child abuse prevention strategy: Child maltreatment prevention can benefit from public health strategies. *Child abuse & neglect*, 51, 400.
2. Toth, S. L., & Manly, J. T. (2019). Developmental consequences of child abuse and neglect: implications for intervention. *Child Development Perspectives*, 13(1), 59-64.
3. Chen, M., & Chan, K. L. (2016). Effects of parenting programs on child maltreatment prevention: A meta-analysis. *Trauma, Violence, & Abuse*, 17(1), 88-104.
4. Chartier, M. J., Brownell, M. D., Isaac, M. R., Chateau, D., Nickel, N. C., Katz, A., ... & Taylor, C. (2017). Is the families first home visiting program effective in reducing child maltreatment and improving child development?. *Child maltreatment*, 22(2), 121-131.
5. Bear, U. R., Thayer, Z. M., Croy, C. D., Kaufman, C. E., Manson, S. M., & AI-SUPERPPF Team. (2019). The impact of individual and parental American Indian boarding school attendance on chronic physical health of Northern Plains Tribes. *Family & community health*, 42(1), 1.
6. 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.



**Each student should ALSO CHOOSE one of the following to read based on your interest:**

Miller, M. L., Gerhart, J. I., Maffett, A. J., Lorbeck, A., England, A. E., & O'Mahony, S. (2020). Experiential avoidance and post-traumatic stress symptoms among child abuse counselors and service workers: a brief report. *Journal of interpersonal violence*, 0886260520976225.

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

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.

Mathews, B., Pacella, R., Dunne, M. P., Simunovic, M., & Marston, C. (2020). Improving measurement of child abuse and neglect: A systematic review and analysis of national prevalence studies. *PloS one*, 15(1), e0227884.

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.

Herbert, J. L., & Bromfield, L. (2019). Better together? A review of evidence for multi-disciplinary teams responding to physical and sexual child abuse. *Trauma, Violence, & Abuse*, 20(2), 214-228.

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.

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.

Ip, P., Wong, R. S., Li, S. L., Chan, K. L., Ho, F. K., & Chow, C. B. (2016). Mental health consequences of childhood physical abuse in Chinese populations: A meta-analysis. *Trauma, Violence, & Abuse*, 17(5), 571-584.

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

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.

## Module Five:

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

### Readings:

Group 1-3 read:

Mulder, T. M., Kuiper, K. C., van der Put, C. E., Stams, G. J. J., & Assink, M. (2018). Risk factors for child neglect: A meta-analytic review. *Child abuse & neglect*, 77, 198-210.

Groups 4-6 read:

Merritt, D. H. (2020). How do families experience and interact with CPS?. *The ANNALS of the American Academy of Political and Social Science*, 692(1), 203-226.

**JIGSAW:** Students read the following based on their group assignment:

Group 1:

Tufford, L, Bogo, M., Asakura, K. (2015). [How Do Social Workers Respond to Potential Child Neglect?](#) *Social Work Education*, 34(2), 229-243.

Kolhatkar, G., & Berkowitz, C. (2014). [Cultural Considerations and Child Maltreatment](#). *Pediatric Clinics of North America*, 61(5) 1007-1022.

Group 2:

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

Norman, R. E., Byambaa, M., De, R., Butchart, A., Scott, J., & Vos, T. (2012). The long-term health consequences of child physical abuse, emotional abuse, and neglect: a systematic review and meta-analysis. *PLoS medicine*, 9(11).

Group 3:

Pecora, P.J., Sanders, D., Wilson, D., English, D., Puckett, A., Rudlang-Perman, K. (2014). [Addressing common forms of child maltreatment: evidence-informed interventions and gaps in current knowledge](#). *Child and Family Social Work*. 19(3), 321-332.

Mattis, J. S., McWayne, C. M., Palmer, G. J., Johnson, M. S., & Sparks, H. L. (2020). Color him father: Generative parenting among low-income, urban-residing, coresidential Black fathers. *Psychology of Men & Masculinities*.

Group 4:

Stoltenborgh, M., Bakermans-Kranenburg, M.J., & van IJzendoorn, M.H. (2013). [The neglect of child neglect: a meta-analytic review of the prevalence of neglect](#). *Social Psychiatry & Psychiatric Epidemiology*, 48, 345–355.

Narayan, A. J., Rivera, L. M., Bernstein, R. E., Harris, W. W., & Lieberman, A. F. (2018). Positive childhood experiences predict less psychopathology and stress in pregnant women with childhood adversity: A pilot study of the benevolent childhood experiences (BCEs) scale. *Child abuse & neglect*, 78, 19-30.

Group 5:

Clément, M. È., Bérubé, A., & Chamberland, C. (2016). Prevalence and risk factors of child neglect in the general population. *Public health*, 138, 86-92.

Christ, C., De Waal, M. M., Dekker, J. J., van Kuijk, I., Van Schaik, D. J., Kikkert, M. J., ... & Messman-Moore, T. L. (2019). Linking childhood emotional abuse and depressive symptoms: The role of emotion dysregulation and interpersonal problems. *PloS one*, 14(2).

Group 6:

Liu, B. C. C., & Vaughn, M. S. (2019). Legal and policy issues from the United States and internationally about mandatory reporting of child abuse. *International journal of law and psychiatry*, 64, 219-229.

Gupta, A. (2017). Poverty and child neglect—the elephant in the room?. *Families, Relationships and Societies*, 6(1), 21-36.

<b>Module Six:</b>
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**Topic: Exposure to Domestic Violence**

**Readings: Based on JIGSAW group assigned**

Group 1

Arai, L., Heawood, A., Feder, G., Howarth, E., MacMillan, H., Moore, T. H., ... & Gregory, A. (2019). Hope, agency, and the lived experience of violence: a qualitative systematic review of children's perspectives on domestic violence and abuse. *Trauma, Violence, & Abuse*, 1524838019849582.

Graham-Bermann, S. A., Howell, K. H., Miller-Graff, L. E., Galano, M. M., Lilly, M. M., & Grogan-Kaylor, A. (2019). The Moms' Empowerment Program addresses traumatic stress in mothers with preschool-age children experiencing intimate partner violence. *Journal of Aggression, Maltreatment & Trauma*, 28(10), 1151-1172.

#### Group 2

Etherington, N., & Baker, L. (2018). From “buzzword” to best practice: Applying intersectionality to children exposed to intimate partner violence. *Trauma, Violence, & Abuse*, 19(1), 58-75.

Foshee, V. A., Benefield, T., Dixon, K. S., Chang, L. Y., Senkomago, V., Ennett, S. T., ... & Bowling, J. M. (2015). The effects of moms and teens for safe dates: A dating abuse prevention program for adolescents exposed to domestic violence. *Journal of youth and adolescence*, 44(5), 995-1010.

#### Group 3

McDonald, S. E., Corona, R., Maternick, A., Ascione, F. R., Williams, J. H., & Graham-Bermann, S. A. (2016). Children's exposure to intimate partner violence and their social, school, and activities competence: Latent profiles and correlates. *Journal of family violence*, 31(7), 849-864.

Costello, L. F., & Klein, S. (2019). Racial/ethnic differences in determinants of trauma symptomatology among children in the US child welfare system exposed to intimate partner violence. *Journal of family violence*, 34(1), 33-45.

#### Group 4

Grogan-Kaylor, A., Howell, K. H., Miller-Graff, L. E., Galano, M., & Graham-Bermann, S. (2018). Trajectories of Children's Attitudes and Beliefs About Violence in Families Exposed to Intimate Partner Violence. *Violence and victims*, 33(3), 504-518.

Graham-Bermann, S. A., & Halabu, H. M. (2004). *Fostering Resilient Coping in Children Exposed to Violence: Cultural Considerations*. In P. G. Jaffe, L. L. Baker, & A. J. Cunningham (Eds.), *Protecting children from domestic violence: Strategies for community intervention* (p. 71–88). The Guilford Press.

#### Group 5

Temple, J. R., Shorey, R. C., Tortolero, S. R., Wolfe, D. A., & Stuart, G. L. (2013). Importance of gender and attitudes about violence in the relationship between exposure to interparental violence and the perpetration of teen dating violence. *Child abuse & neglect*, 37(5), 343-352.

An, S., Kim, I., Choi, Y.J., Platt, M., & Thomsen, D. (2017) [The effectiveness of intervention for adolescents exposed to domestic violence](#). *Children and Youth Services Review*, 79, 132-138.

#### Group 6

Howell, K. H., Barnes, S. E., Miller, L. E., & Graham-Bermann, S. A. (2016). Developmental variations in the impact of intimate partner violence exposure during childhood. *Journal of injury and violence research*.

Turner, W., Hester, M., Broad, J., Szilassy, E., Feder, G., Drinkwater, J., ... & Stanley, N. (2017). Interventions to improve the response of professionals to children exposed to domestic violence and abuse: a systematic review. *Child abuse review*, 26(1), 19-39.

For further reading (optional):

Lawson, J. (2019). Domestic violence as child maltreatment: Differential risks and outcomes among cases referred to child welfare agencies for domestic violence exposure. *Children and Youth Services Review*, 98, 32-41.

LaLiberte, T., Bills, J., Shin, N. & Edleson, J. L. (2010). [Child welfare professionals' responses to domestic violence exposure among children](#). *Children and Youth Services Review*, 32, 1640-1647.

Cascio, M.L., Guarnaccia, C., Infurna, M.R., Mancuso, L., Parroco, A.M., & Giannone, F. (2017). [Environmental Dysfunctions, Childhood Maltreatment and Women's Intimate Partner Violence Victimization](#). *Journal of Interpersonal Violence*, 1-27.

Levendosky, A.A., Bogat, G.A., & Martinez-Torteya, C. (2013). [PTSD symptoms in young children exposed to intimate partner violence](#). *Violence Against Women*, 19(2), 187-201.

Vu, N.L., Jouriles, E.N, McDonald, R., & Rosenfield, D. (2016). [Children's exposure to intimate partner violence: A meta-analysis of longitudinal associations with child adjustment problems](#). *Clinical Psychology Review*, 46, 25-33.

## Module Seven:

**Topic: Child Sexual Abuse: Definition, Impact, Scope, & Diverse communities; checking in on self care**

**Readings:**

**All students read:**

Alaggia, R., Collin-Vézina, D., & Lateef, R. (2019). Facilitators and barriers to child sexual abuse (CSA) disclosures: A research update (2000–2016). *Trauma, Violence, & Abuse*, 20(2), 260-283.

Mathews, B., & Collin-Vézina, D. (2019). Child sexual abuse: Toward a conceptual model and definition. *Trauma, Violence, & Abuse*, 20(2), 131-148.

**Everyone should then CHOOSE one of the following two articles:**

Braithwaite, J. (2018). Colonized silence: Confronting the colonial link in rural Alaska Native survivors' non-disclosure of child sexual abuse. *Journal of child sexual abuse*, 27(6), 589-611.

Alley, D., Silberkleit, G., Bederian-Gardner, D., & Goodman, G. S. (2019). Race-Based Sexual Stereotypes Influence Ratings of Child Victims in Sexual Abuse Cases. *International Journal on Child Maltreatment: Research, Policy and Practice*, 2(4), 287-308.

For further reading (not required):

Rudolph, J., & Zimmer-Gembeck, M. J. (2018). Reviewing the focus: A summary and critique of child-focused sexual abuse prevention. *Trauma, Violence, & Abuse*, 19(5), 543-554.

Letson, M. M., Davis, C., Sherfield, J., Beer, O. W., Phillips, R., & Wolf, K. G. (2019). Identifying compassion satisfaction, burnout, & traumatic stress in Children's Advocacy Centers. *Child abuse & neglect*, 104240.

Rudolph, J., Zimmer-Gembeck, M. J., Shanley, D. C., & Hawkins, R. (2018). Child sexual abuse prevention opportunities: Parenting, programs, and the reduction of risk. *Child maltreatment*, 23(1), 96-106.

Lynas, J., & Hawkins, R. (2017). Fidelity in school-based child sexual abuse prevention programs: A systematic review. *Child Abuse & Neglect*, 72.

Rudolph, J., & Zimmer-Gembeck, M. (2018). Parents as protectors: A qualitative study of parents' views on child sexual abuse prevention. *Child Abuse & Neglect*, 85, 28–38.

Collin-Vezina, D., Daigneault, I., & Hebert, M. (2013). [Lessons learned from child sexual abuse research: prevalence, outcomes, and preventive strategies.](#) *Child & Adolescent Psychiatry & Mental Health*, 7(22), 1-9.

Daigneault, I., Vezina-Gagnon, P., Bourgeois, C., Esposito, T., & Hebert, M. (2017). [Physical and mental health of children with substantiated sexual abuse: Gender comparisons from a matched-control cohort study.](#) *Child Abuse & Neglect*, 66, 155-165.

Dubowitz, H. (2017). [Child Sexual Abuse and Exploitation – A Global Glimpse.](#) *Child Abuse & Neglect*, 66, 2-8.

Jackson, S., Newall, E., & Backett-Milburn, K. (2015). [Children's narratives of sexual abuse.](#) *Child & Family Social Work*, 20, 322-332.

Turner, S., Taillieu, T., Cheung, K., Afifi, T.O. (2017). [The relationship between childhood sexual abuse and mental health outcomes among males: Results from a nationally representative United States sample.](#) *Child Abuse & Neglect*, 66, 64-72.

<b>Module Eight:</b>
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**Topic: Intervention with and prevention of childhood trauma**

**Readings:**

Everyone reads:

ACES – CDC ACES prevention technical assistance toolkit link:

<https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>

OR

CDC Veto Violence Childhood Essentials Prevention Toolkit.

<https://www.cdc.gov/violenceprevention/pdf/essentials-for-childhood-framework508.pdf>

**JIGSAW:** Everyone reads an additional article based on their group number:

1. Phipps, R., & Thorne, S. (2019). Utilizing Trauma-Focused Cognitive Behavioral Therapy as a Framework for Addressing Cultural Trauma in African American Children and Adolescents: A Proposal. *Professional Counselor*, 9(1), 35-50.
2. Molnar, B. E., Scoglio, A. A., & Beardslee, W. R. (2022). Community-level prevention of child maltreatment. In *Handbook of child maltreatment* (pp. 459-477). Springer, Cham.
3. Raissian, K. M., & Bullinger, L. R. (2017). Money matters: does the minimum wage affect child maltreatment rates?. *Children and youth services review*, 72, 60-70.
4. Pryce, J., Lee, W., Crowe, E., Park, D., McCarthy, M., & Owens, G. (2019). A case study in public child welfare: county-level practices that address racial disparity in foster care placement. *Journal of public child welfare*, 13(1), 35-59.
5. Henderson, D. X., DeCuir-Gunby, J., & Gill, V. (2016). “It really takes a village”: A socio-ecological model of resilience for prevention among economically disadvantaged ethnic minority youth. *The journal of primary prevention*, 37(5), 469-485.
6. Letourneau, E.J., Schaeffer, C.M., Bradshaw, C.P., & Feder, K.A. (2017). [Preventing the Onset of Child Sexual Abuse by Targeting Young Adolescents With Universal Prevention Programming](#). *Child Maltreatment*, 22(2), 100-111.

For further reading (optional):

Edwards, K. M., Siller, L., Wheeler, L. A., Charge, L. L., Charge, D. P. L., Bordeaux, S., ... & Simon, B. (2021). Effectiveness of a sexual assault self-defense program for American Indian girls. *Journal of interpersonal violence*, 0886260521997942.

Allen, B. & Hoskowitz, N.A. (2017) [Structured Trauma-Focused CBT and Unstructured Play/Experiential Techniques in the Treatment of Sexually Abused Children: A Field Study With Practicing Clinicians](#). *Child Maltreatment*, 22(2), 112-120.

Cohen, J. A., Deblinger, E., & Mannarino, A. P. (2018). Trauma-focused cognitive behavioral therapy for children and families. *Psychotherapy Research*, 28(1), 47-57.

Benson, M. A., Abdi, S. M., Miller, A. B., & Ellis, B. H. (2018). Trauma systems therapy for refugee children and families. In *Mental health of refugee and conflict-affected populations* (pp. 243-259). Springer, Cham.

Collin-Vezina, D., De la Sablonniere-Griffin, M., Palmer, A.M., & Milne, L. (2015). [A preliminary mapping of individual, relational, and social factors that impede disclosure of childhood sexual abuse.](#) *Child Abuse & Neglect*, 43, 123-134.

Misurell, J.R., & Springer, C. (2013). [Developing Culturally Responsive Evidence-Based Practice: A Game-Based Group Therapy Program for Child Sexual Abuse \(CSA\).](#) *Journal of Child & Family Studies*, 22, 137-149.

Sawrikar, P., Katz, I. (2017). [The treatment needs of victims/survivors of child sexual abuse \(CSA\) from ethnic minority communities: A literature review and suggestions for practice.](#) *Children and Youth Services Review*. 79, 166-179.

<b>Module Nine:</b>
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**Topic: Adult Survivors: Impact, intervention & promoting resilience in diverse communities**

**Readings:** You will read two articles for this module, see below for instructions.

CHOOSE ONE OF THE FOLLOWING 4 ARTICLES TO READ:

Bryant-Davis, T. (2005). Coping Strategies of African American Adult Survivors of Childhood Violence. *Professional psychology: research and practice*, 36(4), 409.

Bryant-Davis, T. (2019). The cultural context of trauma recovery: Considering the posttraumatic stress disorder practice guideline and intersectionality. *Psychotherapy*, 56(3), 400.

Sigurvinsdottir, R., & Ullman, S. E. (2016). Sexual orientation, race, and trauma as predictors of sexual assault recovery. *Journal of family violence*, 31(7), 913-921.

Sanchez, D., Benbow, L. M., Hernández-Martínez, M., & Serrata, J. V. (2019). Invisible Bruises: Theoretical and Practical Considerations for Black/Afro-Latina Survivors of Childhood Sexual Abuse. *Women & Therapy*, 42(3-4), 406-429.

ALSO CHOOSE ONE OF THE ARTICLES BELOW TO READ:

Mattis, J. S., Palmer, G. J., & Hope, M. O. (2019). Where Our Bright Star Is Cast: Religiosity, Spirituality, and Positive Black Development in Urban Landscapes. *Religions*, 10(12), 654.



Singh, A. A., Hays, D. G., Chung, Y. B., & Watson, L. (2010). South Asian immigrant women who have survived child sexual abuse: Resilience and healing. *Violence against women*, 16(4), 444-458.

Willie, T. C., Kershaw, T., Gupta, J., & Hansen, N. (2018). The implications of intimate partner violence on health-related quality of life among adults living with HIV who experienced childhood sexual abuse. *The Journal of the Association of Nurses in AIDS Care: JANAC*, 29(2), 317.

Ellis, A. E., Simiola, V., Brown, L., Courtois, C., & Cook, J. M. (2018). The role of evidence-based therapy relationships on treatment outcome for adults with trauma: A systematic review. *Journal of Trauma & Dissociation*, 19(2), 185-213.

Easton, S. D., & Kong, J. (2017). Mental health indicators fifty years later: A population-based study of men with histories of child sexual abuse. *Child abuse & neglect*, 63, 273-283.

Saini, S. M., Hoffmann, C. R., Pantelis, C., Everall, I. P., & Bousman, C. A. (2019). Systematic review and critical appraisal of child abuse measurement instruments. *Psychiatry research*, 272, 106-113.

Chouliara, Z., Karatzias, T., & Gullone, A. (2014). [Recovering from childhood sexual abuse: a theoretical framework for practice and research](#). *Journal of Psychiatric and Mental Health Nursing*, 21, 69-78.

Chouliara, Z., Karatzias, T., Scott-Brien, G., Macdonald, A., Macarthur, J., & Frazer, N. (2012). [Adult survivors' of childhood sexual abuse perspectives of services: A systematic review](#). *Counselling and Psychotherapy Research*, 12(2), 146-161.

de Jong, R., Alink, L., Bijleveld, C., Finkenauer, C. & Hendriks, J. (2015). [Transition to adulthood of child sexual abuse victims](#). *Aggression & Violent Behavior*, 24, 175-187.

Gunner, K. & Silver, K.E. (2014). [Therapy for Childhood Sexual Abuse Survivors Using Attachment and Family Systems Theory Orientations](#). *The American Journal of Family Therapy*, 42, 79-91.

Steine, I.M., Winje, D., Skogen, J.C., Krystal, J.H., Milde, A.M., Bjorvatn, B., Nordhus, I.H., Gronli, J. & Pallesen, S. (2017). [Posttraumatic Symptom Profiles Among Adult Survivors of Childhood Sexual Abuse: A Longitudinal Study](#). *Child Abuse & Neglect*, 67, 280-293.

Tener, D. & Murphy, S.B. (2015). [Adult Disclosure of Child Sexual Abuse: A Literature Review](#). *Trauma, Violence & Abuse*, 16(4), 391-400.

Gallo-Silver, L. (2014). Best Clinical Practices for Male Adult Survivors of Childhood Sexual Abuse: "Do No Harm." *The Permanente Journal*, 18(3), 82-87.

## Module Ten:

**Topic: Child Trafficking and Commercial Sexual Exploitation;  
checking in on self-care**

**Readings:**

**All will read and watch:**

Finigan-Carr, N. M., Johnson, M. H., Pullmann, M. D., Stewart, C. J., & Fromknecht, A. E. (2019). A traumagenic social ecological framework for understanding and intervening with sex trafficked children and youth. *Child and adolescent social work journal*, 36(1), 49-63.

Kristof, N. (Dec. 4, 2020). The Children of Porn Hub. NY Times Magazine.

<https://www.nytimes.com/2020/12/04/opinion/sunday/pornhub-rape-trafficking.html>

Bryant-Davis, T., & Tummala-Narra, P. (2017). Cultural oppression and human trafficking: Exploring the role of racism and ethnic bias. *Women & Therapy*, 40(1-2), 152-169.

Watch these TED talks:

[https://www.ted.com/talks/nikki\\_clifton\\_3\\_ways\\_businesses\\_can\\_fight\\_sex\\_trafficking](https://www.ted.com/talks/nikki_clifton_3_ways_businesses_can_fight_sex_trafficking)

<https://www.youtube.com/watch?v=hrxhptvEOTs>

For further reading and learning (optional):

<https://www.youtube.com/watch?v=5UBhxufIQB0>

Cockbain, E., & Olver, K. (2019). Child Trafficking: Characteristics, Complexities, and Challenges. In *Child Abuse and Neglect* (pp. 95-116). Academic Press.

Bryant-Davis, T., Adams, T., & Gray, A. (2017). Women, Sex Trafficking, and the Justice System. *Gender, Psychology, and Justice: The Mental Health of Women and Girls in the Legal System*, 6, 75.

Rafferty, Y. (2018). Mental health services as a vital component of psychosocial recovery for victims of child trafficking for commercial sexual exploitation. *American journal of orthopsychiatry*, 88(3), 249.

Greenbaum, J., Bodrick, N., & Committee on Child Abuse and Neglect. (2017). Global human trafficking and child victimization. *Pediatrics*, 140(6), e20173138.

Countryman-Roswurm, K., Bolin, B.L. (2014) [Domestic Minor Sex Trafficking: Assessing and Reducing Risk](#). *Child and Adolescent Social Work Journal*, 31, 521-538.

Hickle, K.E. & Roe-Sepowitz, D.E. (2014). [Putting the Pieces Back Together: A Group Intervention for Sexually Exploited Adolescent Girls](#). *Social Work with Groups*, 37, 99-113.

Martin, J. (2016). [Child Sexual Abuse Images Online: Implications for Social Work Training and Practice](#). *British Journal of Social Work*, 46, 372-388.

Miller-Perrin, C. & Wurtele, S.K. (2017). [Sex Trafficking and the Commercial Sexual Exploitation of Children](#). *Women & Therapy*, 40(1,2), 123-151.

Perkins, E.B., & Ruiz, C. (2017). [Domestic Minor Sex Trafficking in a Rural State: Interviews with Adjudicated Female Juveniles](#). *Child and Adolescent Social Work Journal*, 34, 171-180.

Roby, J.L. & Vincent, M. (2017). [Federal and State Responses to Domestic Minor Sex Trafficking: The Evolution of Policy](#). *Social Work*, 62(1), 201-210.

## Module Eleven:

**Topic: Sibling Abuse and continuing a consideration of resilience**

**Readings:**

All will read:

Meyers, A. (2017). Lifting the veil: The lived experience of sibling abuse. *Qualitative Social Work*, 16(3), 333-350.

Each will read another article based on group number assigned:

1. Tucker, C. J., & Finkelhor, D. (2017). The state of interventions for sibling conflict and aggression: A systematic review. *Trauma, Violence, & Abuse*, 18(4), 396-406.
2. Morrill, M., Bachman, C., Polisuk, B., Kostelyk, K., & Wilson, S. (2018). An exploration of the relationship between experiences with sibling abuse and peer bullying: A pilot study. *Journal of Child & Adolescent Trauma*, 11(1), 113-120.
3. McDonald, C. & Martinez, K. (2016). [Parental and Others' Responses to Physical Sibling Violence: a Descriptive Analysis of Victims' Retrospective Accounts](#). *Journal of Family Violence*, 31, 401-410.
4. Ballantine, M.W. (2012). [Sibling Incest Dynamics: Therapeutic Themes and Clinical Challenges](#). *Clinical Social Work Journal*, 40, 56-65.
5. Meyers, A. (2016). Trauma and recovery: Factors contributing to resiliency of survivors of sibling abuse. *The Family Journal*, 24(2), 147-156.
6. Tener, D., Newman, A., Yates, P., & Tarshish, N. (2019). Child Advocacy Center intervention with sibling sexual abuse cases: Cross-cultural comparison of professionals' perspectives and experiences. *Child abuse & neglect*, 104259.

For further reading:

Caffaro, J. V., & Conn-Caffaro, A. (2005). Treating sibling abuse families. *Aggression and violent behavior*, 10(5), 604-623.

Mathis, G. & Mueller, C. (2015). [Childhood Sibling Aggression and Emotional Difficulties and Aggressive Behavior in Adulthood](#). *Journal of Family Violence*, 30, 315-327.

McDonald, C., & Martinez, K. (2019). Victim Narratives of Sibling Emotional Abuse. *Child Welfare*, 97(2).

Rapoza, K.A., Cook, K., Zaveri, T., & Malley-Morrison, K. (2010) [Ethnic Perspectives on Sibling Abuse in the United States](#). *Journal of Family Issues*, 31(6), 808-829.

Stutey, D. & Clemens, E. V. (2014). [Hidden Abuse within the Home: Recognizing and Responding to Sibling Abuse](#). *Professional School Counseling* 18(1), 206-216.

<b>Module Twelve:</b>
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**Topic: Teen Dating Violence**

**Readings:**

**Everyone must: locate a website describing a teen dating violence prevention program (Dating Matters, Expect Respect, Bringing in the Bystander, The Fourth R, Safe Dates, Project Dream, Own, Tell, Coaching Boys Into Men, Manhood 2.0, Youth VIP are all examples). Attend class prepared to share something about the program and any evidence to support it.**

In addition, please read two articles based on your numbered group assignment:

Group 1:

Jouriles, E. N., Choi, H. J., Rancher, C., & Temple, J. R. (2017). Teen dating violence victimization, trauma symptoms, and revictimization in early adulthood. *Journal of Adolescent Health*, 61(1), 115-119.

Spencer, C. M., Toews, M. L., Anders, K. M., & Emanuels, S. K. (2019). Risk markers for physical teen dating violence perpetration: a meta-analysis. *Trauma, Violence, & Abuse*, 1524838019875700.

Group 2:

Hébert, M., Daspe, M. È., Lapierre, A., Godbout, N., Blais, M., Fernet, M., & Lavoie, F. (2019). A meta-analysis of risk and protective factors for dating violence victimization: The role of family and peer interpersonal context. *Trauma, Violence, & Abuse*, 20(4), 574-590.

Plichta, S. B. (2018). Translating research to practice for sexual minority youth affected by intimate partner violence. *Journal of Adolescent Health*, 62(6), 647-648.

Group 3:

Debnam, K. J., & Mauer, V. (2019). Who, when, how, and why bystanders intervene in physical and psychological teen dating violence. *Trauma, Violence, & Abuse*, 1524838018806505.

Coker, A. L., Bush, H. M., Cook-Craig, P. G., DeGue, S. A., Clear, E. R., Brancato, C. J., ... & Recktenwald, E. A. (2017). RCT testing bystander effectiveness to reduce violence. *American journal of preventive medicine*, 52(5), 566-578.

Group 4:

Niolon, P. H., Vivolo-Kantor, A. M., Tracy, A. J., Latzman, N. E., Little, T. D., DeGue, S., ... & Taylor, B. (2019). An RCT of dating matters: Effects on teen dating violence and relationship behaviors. *American journal of preventive medicine*, 57(1), 13-23.

Reuter, T. R., Sharp, C., & Temple, J. R. (2015). An exploratory study of teen dating violence in sexual minority youth. *Partner Abuse*, 6(1), 8-28.

Group 5:

Debnam, K. J., Milam, A. J., & Finigan-Carr, N. (2021). Superwoman, racial identity, and teen dating violence victimization among young Black women. *Journal of interpersonal violence*, 088626052111021984.

Espelage, D. L., Leemis, R. W., Niolon, P. H., Kearns, M., Basile, K. C., & Davis, J. P. (2020). Teen dating violence perpetration: Protective factor trajectories from middle to high school among adolescents. *Journal of research on adolescence*, 30(1), 170-188.

Group 6:

Brush, L. D., & Miller, E. (2019). Trouble in paradigm: "Gender transformative" programming in violence prevention. *Violence against women*, 25(14), 1635-1656.

Hamby, S., Taylor, E., Jones, L., Mitchell, K. J., Turner, H. A., & Newlin, C. (2018). From poly-victimization to poly-strengths: Understanding the web of violence can transform research on youth violence and illuminate the path to prevention and resilience. *Journal of interpersonal violence*, 33(5), 719-739.

For further reading (not required):

Doucette, H., Collibee, C., & Rizzo, C. J. (2021). A review of parent-and family-based prevention efforts for adolescent dating violence. *Aggression and violent behavior*, 58, 101548.

Rodenhizer, K. A. E., & Edwards, K. M. (2019). The Impacts of sexual media exposure on adolescent and emerging adults' dating and sexual violence attitudes and behaviors: A critical review of the literature. *Trauma, Violence, & Abuse*, 20(4), 439-452.

Latzman, N.E., Vivolo-Kantor, A.M., Niolon, P.H., & Ghazarian, S.R. (2015). [Predicting Adolescent Dating Violence Perpetration](#). *American Journal of Preventive Medicine*, 49(3), 476-482.

Malhotra, K., Gonzalez-Guarda, R.M, & Mitchell, E. (2015) [A Review of Teen Dating Violence Prevention Research: What About Hispanic Youth?](#) *Trauma, Violence Abuse*, 16(4), 444-465.

## Module Thirteen:

**Topic: Peer Violence: Gangs and Bullying**

**Readings:**

**All watch choose to look at one of the websites below and watch the TED talk:**

<https://www.cdc.gov/violenceprevention/youthviolence/fastfact.html> and

<https://www.cdc.gov/violenceprevention/pdf/yv-technicalpackage.pdf>

TED talk by Danya Perry: <https://www.youtube.com/watch?v=L314TtfBrvc> or watch videos and read about the program on this website: <https://pridepeaceprevention.org/>

**Group 1:**

Finigan-Carr, N., & Sharpe, T. (2017). Community violence, adolescent aggression, and academic achievement. In Finigan-Carr (Ed), *Linking Health and Education for African American Students' Success*, Chapter 5, 57-66.

Reidy, D. E., Holland, K. M., Cortina, K., Ball, B., & Rosenbluth, B. (2017). Evaluation of the expect respect support group program: A violence prevention strategy for youth exposed to violence. *Preventive medicine, 100*, 235-242.

**Group 2:**

McCrea, K. T., Richards, M., Quimby, D., Scott, D., Davis, L., Hart, S., ... & Hopson, S. (2019). Understanding violence and developing resilience with African American youth in high-poverty, high-crime communities. *Children and Youth Services Review, 99*, 296-307.

Heinze, J. E., Reischl, T. M., Bai, M., Roche, J. S., Morrel-Samuels, S., Cunningham, R. M., & Zimmerman, M. A. (2016). A comprehensive prevention approach to reducing assault offenses and assault injuries among youth. *Prevention science, 17*(2), 167-176.

**Group 3:**

Hernandez, E. J., Brodwin, M. G., & Siu, F. W. (2017). Bullying, Students with Disabilities, and Recommendations for Prevention of Bullying. *The Rehabilitation Professional, 25*(1), 51-58.

Kondo, M. C., Andreyeva, E., South, E. C., MacDonald, J. M., & Branas, C. C. (2018). Neighborhood interventions to reduce violence. *Annual review of public health, 39*, 253-271.

**Group 4:**

Morrel-Samuels, S., Bacallao, M., Brown, S., Bower, M., & Zimmerman, M. (2016). Community engagement in youth violence prevention: Crafting methods to context. *The Journal of Primary Prevention, 37*(2), 189-207.

Nebbitt, V., Lombe, M., Pitzer, K.A. *et al.* Exposure to Violence and Posttraumatic Stress Among Youth in Public Housing: Do Community, Family, and Peers Matter?. *J. Racial and Ethnic Health Disparities* **8**, 264–274 (2021). <https://doi.org/10.1007/s40615-020-00780-0>

Group 5:

Heller, S. B., Shah, A. K., Guryan, J., Ludwig, J., Mullainathan, S., & Pollack, H. A. (2017). Thinking, fast and slow? Some field experiments to reduce crime and dropout in Chicago. *The Quarterly Journal of Economics*, 132(1), 1-54.

Espelage, D. L., Low, S., Van Ryzin, M. J., & Polanin, J. R. (2015). Clinical trial of second step middle school program: Impact on bullying, cyberbullying, homophobic teasing, and sexual harassment perpetration. *School Psychology Review*, 44(4), 464-479.

Group 6:

Mattis, J. S., Hammond, W. P., Grayman, N., Bonacci, M., Brennan, W., Cowie, S. A., ... & So, S. (2009). The social production of altruism: Motivations for caring action in a low-income urban community. *American Journal of Community Psychology*, 43(1-2), 71-84.

Storer, Casey, & Herrenkohl (2017). Developing “whole school” bystander interventions: The role of school-settings in influencing adolescents responses to dating violence and bullying, *Children and Youth Services Review*, 74, 87-95.

For further reading:

Maniglio, R. (2017). Bullying and other forms of peer victimization in adolescence and alcohol use. *Trauma, Violence, & Abuse*, 18(4), 457-473.

Zych, I., Viejo, C., Vila, E., & Farrington, D. P. (2019). School bullying and dating violence in adolescents: a systematic review and meta-analysis. *Trauma, Violence, & Abuse*, 1524838019854460.

Raifman, J., Moscoe, E., Austin, S. B., & McConnell, M. (2017). Difference-in-differences analysis of the association between state same-sex marriage policies and adolescent suicide attempts. *JAMA pediatrics*, 171(4), 350-356.

Quintana-Orts, C., Rey, L., & Worthington Jr, E. L. (2019). The relationship between forgiveness, bullying, and cyberbullying in adolescence: a systematic review. *Trauma, Violence, & Abuse*, 1524838019869098.

Masseti, G. M., Holland, K. M., & Gorman-Smith, D. (2016). Implementation measurement for evidence-based violence prevention programs in communities. *Journal of community health*, 41(4), 881-894.

Shelley, W. W., & Peterson, D. (2019). “Sticks and Stones May Break My Bones, But Bullying Will Get Me Bangin’”: Bullying Involvement and Adolescent Gang Joining. *Youth violence and juvenile justice*, 17(4), 385-412.

Sibold, J., Edwards, E., Murray-Close, D., & Hudziak, J. J. (2015). Physical activity, sadness, and suicidality in bullied US adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*, 54(10), 808-815.

Hammig, B. & Jozkowski, K. (2013). [Academic achievement, violence victimization, and bullying among U.S. high school students](#). *Journal of Interpersonal Violence*, 28(7), 1424-1436.

Henry, D.B., Dymnicki, A.B., Schoeny, M.E., Meyer, A.L., & Martin, N.C. (2013). [Middle school students overestimate normative support for aggression and underestimate normative support for nonviolence problem-solving strategies](#). *Journal of Applied Social Psychology*, 43(2), 433-445.

Horner, S., Asher, Y., & Fireman, G.D. (2015). [The Impact and Response to Electronic Bullying and Traditional Bullying Among Adolescents](#). *Computers in Human Behavior*, 49, 288-295.

Salmivalli, C., Sainio, M., & Hodges, E.V.E. (2013). [Electronic Victimization: Correlates, Antecedents, and Consequences Among Elementary and Middle School Students](#). *Journal of Clinical Child & Adolescent Psychology*, 42(4), 442-453.

Vivolo-Kantor, A.M., Olsen, E.O., & Bacon, S. (2016). [Associations of Teen Dating Violence Victimization with School Violence and Bullying](#) Among U.S. High School Students. *Journal of School Health*, 86(8), 620-627.

#### **Module Fourteen:**

**Topic: Juveniles with sexually inappropriate behaviors, adults with sexually inappropriate behaviors and adult Sex Offenders: Scope, Assessment, Intervention & Prevention**

**Readings:**

**Please read this information about terminology:** [Terminology | ATSA](#)

[www.atsa.com/terminology](http://www.atsa.com/terminology)

**Please spend some time reviewing and reading some of the resources on this website that is an important resource for this work: Center for Sex Offender Management:**

<https://cepp.com/center-for-sex-offender-management-csom/>

**All view this video by Adrienne Maree Brown about a transformative justice approach.**

<https://www.youtube.com/watch?v=AhANo6wzBAA>

**Choose 2 articles below to read (try to choose one related to adults and one to juveniles):**

Kim, B., Benekos, P. J., & Merlo, A. V. (2016). Sex offender recidivism revisited: Review of recent meta-analyses on the effects of sex offender treatment. *Trauma, Violence, & Abuse*, 17(1), 105-117.

Mpofu, E., Athanasou, J. A., Rafe, C., & Belshaw, S. H. (2018). Cognitive-behavioral therapy efficacy for reducing recidivism rates of moderate-and high-risk sexual offenders: A scoping



systematic literature review. *International journal of offender therapy and comparative criminology*, 62(1), 170-186.

Grady, M. D., Levenson, J. S., & Bolder, T. (2017). Linking adverse childhood effects and attachment: A theory of etiology for sexual offending. *Trauma, Violence, & Abuse*, 18(4), 433-444.

Dillard, R., Newman, T. J., & Kim, M. (2019). Promoting Youth Competence Through Balanced and Restorative Justice: A Community-Based PYD Approach. *Journal of Youth Development*, 14(4), 14-35.

Caldwell, M. F. (2016). Quantifying the decline in juvenile sexual recidivism rates. *Psychology, Public Policy, and Law*, 22(4), 414.

Abracen, J., Looman, J., & Ferguson, M. (2017). Substance abuse among sexual offenders: Review of research and clinical implications. *Journal of sexual aggression*, 23(3), 235-250.

Yoder, J., Grady, M. D., Brown, A., & Dillard, R. (2020). Criminogenic needs as intervening factors in the relation between insecure attachments and youth sexual violence. *Sexual Abuse*, 32(3), 247-272.

Kang, T., Beltrani, A., Manheim, M., Spriggs, S., Nishimura, B., Sinclair, S., ... & Prentky, R. A. (2019). Development of a risk/treatment needs and progress protocol for juveniles with sex offenses. *Translational Issues in Psychological Science*, 5(2), 154.

Letourneau, E. J., Shields, R. T., Nair, R., Kahn, G., Sandler, J. C., & Vandiver, D. M. (2019). Juvenile registration and notification policies fail to prevent first-time sexual offenses: an extension of findings to two new states. *Criminal justice policy review*, 30(7), 1109-1123.

Stern (2018). An Empirically Based Approach to Prosecuting Juvenile Sex Crimes accessed via a link at <http://centerforchildpolicy.org/blog.html#!/blog/posts/An-Empirically-Based-Approach-for-Prosecuting-Juvenile-Sex-Crimes/21>

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

Frierson, R.L., Dwyer, G., Bell, C.C., & Williamson, J.L. (2007). [The mandatory registration of juvenile sex offenders and commitment of juveniles as sexually violent predators](#). *Adolescent psychiatry*, 30, 55-61.

- Garrett, T., Oliver, C., Wilcox, D. T., & Middleton, D. (2003). [Who cares? the views of sexual offenders about the group treatment they receive.](#) *Sexual Abuse: A Journal of Research and Treatment*, 15(4), 323-338
- Grady, M.D., Edwards, D., Pettus-Davis, C. (2015) [A Longitudinal Outcome Evaluation of a Prison-Based Sex Offender Treatment Program.](#) *Sexual Abuse: A Journal of Research and Treatment*, 29(3), 239-266.
- Grady, M.D. & Strom-Gottfried, K. (2011). [No Easy Answers: Ethical Challenges Working with Sex Offenders.](#) *Clinical Social Work Journal*, 39, 18-27.
- Jennings, J.L. & Deming, A. (2013) [Effectively Utilizing the “Behavioral” in Cognitive-Behavioral Group Therapy of Sex Offenders.](#) *International Journal of Behavioral Consultation and Therapy*, 9(2), 7-13.
- Klein, V., Rettenberger, M., Yoon, D., Kohler, N., & Briken, P. (2015). [Protective Factors and Recidivism in Accused Juveniles Who Sexually Offended.](#) *Sexual Abuse: A Journal of Research and Treatment*, 27(1), 71-90.
- Levenson, J.S. & D’Amora, D.A. (2007). [Social policies designed to prevent sexual violence: The emperor’s new clothes?](#) *Criminal Justice Policy Review*, 18,(2) 168-199.
- Levenson, J.S., Willis, G.M., Prescott, D.S. (2015) [Adverse Childhood Experiences in the Lives of Female Sex Offenders.](#) *Sexual Abuse: A Journal of Research and Treatment*, 27(3), 258-283.
- McKibbin, G., Humphreys, C., & Hamilton, B. (2017). [“Talking about child sexual abuse would have helped me”: Young people who sexually abused reflect on preventing harmful sexual behavior.](#) *Child Abuse & Neglect*, 70, 210-221.
- Yoder, J. & Ruch, D. (2015). [Youth Who Have Sexually Offended: Using Strengths and Rapport to Engage Families in Treatment.](#) *Journal of Child & Family Studies*, 24, 2521-2531.
- Youssef, C., Casey, S., & Birgden, A. (2017). [Potential underpinnings for community maintenance programs for sexual offenders.](#) *Aggression & Violent Behavior*, 36, 108-117.

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

Students will do brief presentations about their film and media project, particularly as something they learned is related to creating social change for children and families affected by violence. Students will present in small groups and then each small group will select one presentation to share with the larger class.

**Reading**

Schultz, K., Cattaneo, L. B., Sabina, C., Brunner, L., Jackson, S., & Serrata, J. V. (2016). Key roles of community connectedness in healing from trauma. *Psychology of violence, 6*(1), 42.