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 forms 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 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

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 practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner.

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\(^1\) 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.

*Updated 4/20/22*
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](https://socialwork.rutgers.edu/current-students/office-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](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.

*Updated 4/20/22  6*
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/](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 librarian on the New Brunswick Campus julia.maxwell@rutgers.edu; Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; Katie Anderson is at Camden, Robeson Library: 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*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](https://www.apa.org). The Purdue OWL website also provide assistance with APA style [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Email Etiquette for Students**

[https://owl.english.purdue.edu/owl/resource/694/01/](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](tel:848.932.1181), [http://vpva.rutgers.edu](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](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](https://www.rutgers.edu) 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). 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](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:

All choose one of the following:


**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.


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


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**Module Three:**

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

**Readings:**

**All read:**


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


For further reading:


**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/](https://www.nctsn.org/)


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


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


Module Five:

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

**Readings:**

Group 1-3 read:

Groups 4-6 read:

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

Group 1:


Group 2:

Group 3:


Group 4:


Group 5:


Group 6:


Module Six:

Topic: Exposure to Domestic Violence

Readings: Based on JIGSAW group assigned

Group 1

Group 2


Group 3


Group 4


Group 5


Group 6


For further reading (optional):


**Module Seven:**

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

**Readings:**

**All students read:**


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


For further reading (not required):


**Module Eight:**

**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.

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


For further reading (optional):


**Module Nine:**

**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:**


**ALSO CHOOSE ONE OF THE ARTICLES BELOW TO READ:**


Module Ten:

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

Readings:
All will read and watch:


Watch these TED talks:
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


**Module Eleven:**

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

**Readings:**

All will read:

Each will read another article based on group number assigned:


For further reading:

*Updated 4/20/22*


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Module Twelve:

**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:**


**Group 2:**


**Group 3:**

Group 4:


Group 5:


Group 6:


For further reading (not required):


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  
TED talk by Danya Perry: https://www.youtube.com/watch?v=L314TtfBvrc or watch videos and read about the program on this website: https://pridepeaceprevention.org/

Group 1:  


Group 2:  


Group 3:  


Group 4:  

Group 5:


Group 6:


For further reading:


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**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)

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/](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](https://www.youtube.com/watch?v=AhANo6wzBAA)

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


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


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


Module Fifteen:

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

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