

Lamar University
Department of Sociology, Social Work and Criminal Justice
Social Work Program

**Social Work 4320
Families at Risk**

Course Number:	SOWK 4320 01	Instructor's Name:	Bonnie K Loiodice, LMSW
Course Title:	Families at Risk	Office:	Maes Building, Room 91
Semester	Fall 2017	Office Phone:	409-880-8586
Meeting Place:	Galloway Business, rm 138	E-Mail:	bloiodice@lamar.edu
Meeting Time:	9:10 am to 10:05 am M,W & F	Office Hours:	Monday 1 pm to 3 pm And by appointment

Services for students with disabilities

"Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at [409-880-8347](tel:409-880-8347) or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course."

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

Following are procedures for the first two:

Severe Weather

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD)

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Academic Continuity Statement

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.Lamar.edu) for instructions about continuing courses remotely.

Academic honesty:

* Please consult the student handbook for Lamar University policies on academic dishonesty: *According to the Lamar University handbook, "Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Punishable offenses include, but are not limited to, cheating on an examination or academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials: (81) One aspect of the handbook's definition of cheating is "Purchasing ,or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm" (82) Plagiarism is defined as, "The appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit" (82) Students seeking to avoid plagiarism should consult with the course instructor recent handbooks like , THE LITTLE HANDBOOK and the MLA HANDBOOK FOR WRITERS IF RESEARCH PAPERS, consultants in the writing center, or websites such as <http://www.utexas.edu/depts/doc/sjs/academicintegrity2.html>*

Text books

Winton, M. A. & Mara, B. A. (2001), *Child Abuse and Neglect*, Allyn and Bacon.

Brown, Vanessa, (2002), *Child Welfare Case Studies*, Allyn & Bacon

Course Description:

This course is the second of two in the social work curriculum that provides a specific emphasis on the field of child welfare. It is formatted as an interactive seminar class designed to provide students with theoretical and practice knowledge of child welfare work in the State's sponsored child welfare agency as well as in other settings including non-profit and faith based organizations. The major purpose of this course is to prepare students for beginning generalist social work practice within a child welfare agency. To achieve this purpose, student learning is focused on developing assessment, intervention and practice skills for knowledge based, effective and ethical child welfare social work practice.

Class: 3 hours-Credit: 3 semester hours.

LEARNING OBJECTIVES:

1. Students will demonstrate their understanding of the use of theory and theoretical perspectives to inform practice with both victims and perpetrators of child abuse.
2. Students will demonstrate their understanding of the effects of social and ecological factors such as poverty, sexism, and racism on the incidence of child abuse and neglect.
3. Using critical thinking skills, students will demonstrate their ability to differentiate among individual, family, environmental and structural factors and dynamics that contribute to child abuse and neglect, including historical factors. *E*
4. Students will be able to identify the risk factors for all forms of child abuse in different settings and in different family structures.
5. Students will be able to identify the indicators that child abuse in all forms is occurring in different settings and different family structures.
6. Students will be able to identify the risk factors for all forms of child abuse in different settings and in different family structures.
7. Students will be able to identify the indicators that child abuse in all forms is occurring or has occurred in different settings and in different family structures.
8. Students will demonstrate their ability to identify the developmental effects of child abuse in children and adults throughout the life span.
9. Students will demonstrate their ability to engage in advocacy in the area of child

welfare.

10. Students will demonstrate their ability to use appropriate intervention skills when working with children and families involved in child abuse and neglect.
11. Students will demonstrate their ability to locate, critically analyze and present information in the field of child welfare.

COURSE CONTENT:

Unit 1: Course Introduction

- A. Social Work Program mission, goals and objectives review
- B. Course learning objectives
- C. Integration of this course with entire social work program
- D. How this course will affect your social work practice

Unit 2: Historical Perspectives and Theories of Child Abuse

- A. Introduction to child abuse and neglect
- B. History of child welfare as it corresponds with the history of social work
- C. Theories of maltreatment
- D. Critical thinking exercise

Required Reading Assignments:

Chapter 1: *Winton/Mara*

Additional recommended reading:

Texas Family Code—Chapter 161. Termination of Parent-Child Relationship

Unit 3: Diversity, Strengths and Empowerment Perspectives in Child Welfare

- A. Cultural diversity issues in child welfare
- B. Poverty and structural oppression as major theoretical perspective
- C. How the intersections of poverty, racism and sexism effect child welfare
- D. Cross-cultural competencies in child welfare social work practice
- E. How policy affects the welfare of children

Required Reading Assignments:

Chapter 2: *Winton/Mara*

Unit 4: Assessment and Intervention in Child Abuse Cases

- A. Step One: Engagement
- B. Step Two: Assessment
- C. Step Three: Planning
- D. Step Four: Treatment Plan

Homework assignment- case studies

Required Reading Assignment:

Chapter 1: *Brown*

Unit 5: Family Dynamics as it relates to child abuse/neglect

- A. Family structure
- B. Family strengths
- C. Resources in families
- D. Understanding families through culture
- E. Stress in families
- F. Risk factors associated with child abuse/neglect
- G. Impact of substance abuse/chemical dependency on children/families
- H. Impact of domestic violence on children/families
- I. Poverty-the facts for children

Information for this unit will be provided by lectures.

Homework assignment-case studies

Group Assignment- complete and review case studies

Required Reading Assignments: Article- TBA

Unit 6: Understand Child Development as Impacted by Child Abuse & Neglect

- A. Childhood sexual abuse
- B. Childhood physical abuse
- C. Childhood neglect
- D. Childhood emotional and psychological abuse

Homework assignment- complete case studies on abuse and neglect

Group Assignment- complete and review case studies

Required Reading Assignments:

Chapter 3: *Winton/Mara*-Sexual Abuse & Chapter 5-*Brown*

Chapter 4: *Winton/Mara* –Physical Abuse & Chapter 2-*Brown*

Chapter 5: *Winton/Mara* –Neglect & Chapter 3- *Brown*

Chapter 6: *Winton/Mara*-Emotional and Psychological Abuse & Chapter 4- *Brown*

In Class Practice: Case Studies for each type of abuse (group work/graded)

Required Reading Assignment: Article “Complex Trauma”

Home Work Assignments:

Complete case studies on various types of abuse (provided by instructor)

Outside Speaker: TBA

Exam I

Unit 7: Diagnosing Assessing, Interviewing, Treating Child Abuse

- A. Child Abuse and Neglect Assessments
- B. Interviewing considerations
- C. Risk assessment concept
- D. Risk assessment tool
- E. Treatment of Child Abuse and Neglect

Required Reading Assignments:

Risk assessment handout

Chapter 8: *Winton/Mara*

Chapter 9: *Winton/Mara***Exam II & Exam III- Case Study TBA**

ACADEMIC HONESTY: I assume that all work you submit to me is entirely your own, unless you tell me otherwise. Cheating or plagiarism in any form will result in a grade of "F" for the course. Note that any use of material from a written source or from the internet without proper references (prefer in APA style) in your work is defined as plagiarism, whether you intended to deceive or not.

******All Assignments are due on the specified date. 10 pts will be deducted from the grade for everyday it is late.**

GRADES:

90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F

Exam I-	25%
Exam II-	25%
Exam III-	25%
Case Studies /	
Homework	25%
	100%

ATTENDANCE and MAKE-UP POLICY

Each student will be allowed 3 absences without a grade penalty. Ten (10) points will be deducted from your final grade for each absence thereafter.

Note that any absence which occurs on the day of a test will reduce your test grade. Make-up tests will be scheduled at the instructor's convenience within one week of the scheduled test. It is the student's responsibility to meet with the instructor to schedule the test. A 20 point penalty will be assessed for missing the test. An additional 10 points will be deducted for each weekday the test is outstanding.

NO EXTRA CREDIT work will be assigned or accepted.

The instructor reserves the right to alter course syllabi, but will provide advance notice.

LEARNING EXPERIENCES:

1. EXAMS: Three (3) exams including the final. Exam I will cover reading assignments, lectures, guest speakers, handouts and case studies. Exam format: multiple choice, true-false, matching, and information from guest speakers and handouts. Exam II & III will cover case studies which involve the application of theory, knowledge and skills presented in class.

2. CASE STUDIES: Students are required to complete case studies which pertain to physical abuse, neglect, emotional/verbal abuse, and sexual abuse. Each case study is designed to assist students in learning to process cases by exploring the family and learning to engage, assess, plan, design a case plan, and finally use two assessment diagrams (ecomaps & genograms) to help guide in understanding the dynamics of the family. Case studies will be completed in class in group discussion format and also by individual homework assignments. Case study assignments may also include questions that come from information provided by guest speakers from CPS.

3. LIBRARY/REPORT/PRESENTATION PROJECT: The purpose of this assignment is to engage the student's social work, critical thinking and critical reading skills using selected literary and nonfiction books. Students will select their reading from a list provided. (All books are available at the University Library and/or the Beaumont Public Library.) Critical reading tips will be provided along with a format for the written submission. Each student will (1) locate and submit a scholarly article relevant to their reading, (2) a written summary of their book and (3) make a five minute presentation to the class of the key social work/social welfare/social justice highlights of their reading. The presentation is pass/fail. If you do not make a presentation you will receive an F for this assignment.

Bibliography:

Crosson- Tower,C., 2002, From the Eye of the Storm: The Experience of a Child Welfare Worker: Allyn & Bacon.

Crosson-Tower C., 1997, Exploring Child Welfare: A Practical Perspective, Prentice Hall.

Hines, D.S., Morrison, K.M., 2005, Family Violence in the United States: Defining, Understanding, and Combating Abuse, Boston, Sage Pub.

Myers, J.B., 2010, the APSAC Handbook on Child Maltreatment, 2nd. Ed, Boston, Sage Pub.

Myers, J.B., 2010, Child Maltreatment: A Collection of Readings, Boston, Sage pub.