



**School of Social Work**

**SWK 362 Child Welfare  
Schedule**

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

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## Overview of Course

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### Course Description

This elective course is designed to introduce the student to the many facets of a career in child welfare and agencies related to working with child welfare. The course will include information on the laws involved in working with children and families and the enforcement procedures and how they impact the clients. Problems that families face will be reviewed to help the student develop an understanding of family functioning and

how policies, referrals and services influence the multiple outcomes a client/family may be faced with during an interaction with a child welfare agency, judicial system or law enforcement agency.

### **Course Objective(s)**

The demand for knowledgeable human service practitioners is growing as the diverse needs of children expand. This course draws from the historical functions of child based service providers and explores the needs of agencies working as a team within communities.

Upon successful completion of this course, students will have attained the ability to...

1. utilize personal knowledge of local social mores, customs, traditions and community cultures to influence local needs in child/families
2. evaluate professional performance and impact of non-professional performance
3. understand, interact and communicate with administration in both local governments and agency hierarchy
4. demonstrate understanding of community-oriented/based practice
5. adhered to the values and ethics of the Human Service professions

Course content and experiential activities will focus on the following concepts of the Child Welfare System in the State of Texas and its National Scope:

- Placement of the child
- Development of the case plan
- Case management and supervision (of the child)
- Referral to services (accessing community-based resources)
- Preparation for and participation in judicial determinations (coordination with courts, preparation of reports for permanency hearings)
- Case reviews
- Recruitment and licensing of foster homes and institutions

- Other topics directly related to improving outcomes for children in out-of-home care

### **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

### **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

### **Practice Behaviors**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each core course in the BSW curriculum covertly or overtly addresses each of the nine competencies, the electives are designed to enhance the knowledge and skills gained in the core curriculum.

## **Course Structure**

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### **Texts and Associated Materials**

#### **Required Texts:**

Crosson-Tower, Cynthia, (2005) *Understanding child abuse and neglect*. 8th ed. Pearson: Boston.

### **Overview of Course Assignments**

Assignments will be open when the course is open, allowing students to work ahead if they so desire. They close when they are due. But items such as discussions will remain available as “Read Only” after the closing date. Pay attention; however, to things such as not posting *response* comments prior to the 11:59 p.m. Wednesday date. This is important because I want you to read what everyone has to say before you choose who to comment to and what you want to say. (See Discussion Board for more details.)

1. **Quizzes** – There are three quizzes throughout the course; each one is worth 20 points (20 questions worth 1 point each). **Quizzes will only open with the course opening, and will close at 11:59 p.m. on Sunday of the week they are due. There are no allowances for opening a quiz after it has closed (in order to be completed late).** Each quiz is on specific chapters and there are no overlaps. All quizzes are open book; however, all quizzes are also timed, which means you are advised to have notes or to have read the material to reduce flipping through pages to find the answers.

2. **Discussion board** – There are 2 discussion assignments throughout this course. They are worth 20 points each. To get full points on every discussion assignment **you must do all of the following:**

- Post your initial response to the discussion must be by **11:59 pm on Wednesday** of the week in which the discussion is listed.
- Your initial post must be a true discussion of your understanding of the topic assignment and must be a **minimum of 7-10 sentences.**
- **You must your peer's respond to at least TWO of your peers between Thursday and Sunday at 11:59 pm.** These comments must be a **minimum of 3-5 sentences and must add to the discussion.** Though you are free to say things like "Interesting thought" or "Nice discussion," these comments and those similar are not counted as part of the five sentences.
- Proper grammar is expected. I highly recommend typing your thoughts and comments in a file on a word processing program and check for spelling and grammatical errors. Professionalism and professional presentation is an expectation and not an option. Points will be taken off for sloppy spelling and writing.

3. **Papers** – You will have two written assignments throughout the course on an assigned topic. Each paper is worth **35 points**. All assignments are 3-4 pages double-spaced. They are submitted via the dropbox in your eCollege course for the week they are due. **Late papers are not accepted. Do not submit them as an email. They must be a document with your last name as part of the file name and they must be a Word**

**document (.doc or .docxextensions).** You are required to use the template “Writing paper template.dotx” for every paper, changing the elements (but not the format) to fit your paper. The template is located in Doc Sharing. A grading rubric is supplied for each paper so you know exactly what you are being graded on. **Please copy and paste the rubric to the end of your paper so I may use that when grading your paper.**

- 4. Topic Check-in** – There are 3 Topic Check-ins throughout this course and they are worth 10 points each. They require that you log in for that week and watch the assigned video. For credit (10 points), you must click into your Journal after viewing the video and post a total of TWO paragraphs. Paragraph one is a summary of what the video was about, **AND** paragraph two is summary of your thoughts on what you saw. Be sure that you date your journal entry. The combined assignments are worth 30 points. These cannot be made up. They must be completed in the week they are assigned. **Late posts will not count and will result in a zero for that Topic Check-in.** **Topic Check In assignments are to be posted in the “Journal” area of the course.** Remember to make sure you have Titled them: Topic Check-In #1,#2, etc. and that you complete the assignment prior to the Sunday 11:59 pm deadline.

### Grading Scale

**I DO NOT allow for Extra Credit.** There are a number of opportunities for you to be successful in this course with an abundance of work. I strongly suggest you use a calendar to keep up with opening and closing dates for assignments. **Late assignments are NOT accepted.**

1. Quizzes (3 throughout the course) = 60 points total
2. Discussion board (2 throughout the course) = 40 points total
3. Written assignments (2 throughout the course) = 70 points total
4. Topic Check-in (3 throughout the course) = 30 points total

Grading and evaluation - Grades will be determined according to the following percentage points earned against possible points.

Evaluation for the course grade will be computed according to the following formula: Possible Points      Grade

200 to 180	A
179 to 160	B
159 to 140	C
139 to 120	D

## Student Rights and Responsibilities

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"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

### **Student Rights**

*As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Lbaray - Room 132  
Phone (903)886-5150 or (903) 886-5853  
Fax 9903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **Students Responsibilities**

#### **Class Attendance and Participation Policy**

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:



<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade</u> <u>drop</u>	<u>4 absences: Class grade of</u> <u>"F"</u>
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>6 absences:</i> <i>Letter grade</i> <i>Class grade</i> <i>drop</i> <i>of "F"</i>
<b><i>Summer 10-week</i></b>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of</i> <i>"F"</i>

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation  
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

**University Code of Conduct** located in the *Student Guide Book*

at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website: <https://www.socialworkers.org>

### **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedur>

[es/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](https://www.ualberta.ca/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

*A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.*

### **Technology Mediate Resources**

*NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER*

*ARE NOT REASONS FOR LACK OF PARTICIPATION.* You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Many courses utilized the learning management system to deliver course content.

Below is information and resources for eCollege

### **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check  
[http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>

- Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
- Adobe Shockwave Player <https://get.adobe.com/shockwave/>
- Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for Learning Studio  
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

## **ACCESS AND NAVIGATION**

Pearson Learning Studio (eCollege) Access and Log in Information

This course will be facilitated using Pearson Learning Studio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your

course. To launch a browser test login to Pearson Learning Studio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson Learning Studio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson Learning Studio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience Learning Studio (eCollege) technical problems, contact the Learning Studio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

#### Policy for Reporting Problems with Pearson Learning Studio

Should students encounter Pearson Learning Studio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson Learning Studio Help Desk. Only Pearson Learning Studio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson Learning Studio tutorial offered for students who may require some extra assistance in navigating the Pearson Learning Studio platform.

#### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo.

<https://leo.tamuc.edu>

#### **Learner Support**

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

### **FREE Mobile APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.



**App Title:** iPhone – Pearson Learning Studio Courses for iPhone

**Operating System:** Android – Learning Studio Courses - Phone

**Operating System:** iPhone - OS 6 and above

**Operating System:** Android – Jelly Bean, Kitkat, and Lollipop OS

**Operating System:** iPhone

**App URL:** <https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8>

**App URL:**

**Android**

**App URL:** <https://play.google.com/store/apps/details?id=com.pearson.lsphone>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses



- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

### **Learning Studio Notifications**

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in Learning Studio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

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## SCHEDULE

Week ending:

Content/ Readings:

Assignment/Activities:

09-04-16	Intro to Course Review syllabus	No assignment
09-11-16	Chapter 1: The Maltreatment of Children from a Historical View	No written assignment due
09-18-16	Chapter 2: The Family: Roles, Responsibilities, and Rights	Topic Check-in #1
09-25-16	Chapter 3: Maltreatment and the Developing Child	Discussion Board #1
10-02-16	No reading assignment	Quiz #1
10-09-16	Chapter 4: The Neglect of Children	No written assignment
10-16-16	Chapter 5: The Physical Abuse of Children	Paper #1
10-23-16	Chapter 6: The Sexual Abuse of Children	Topic Check-in #2
10-30-16	Chapter 7: Incest or Familial Abuse Chapter 8: Extra-Familial Sexual Abuse	No written assignment
11-06-16	Chapter 9: Psychological Maltreatment of Children	Quiz #2
11-13-16	Chapter 10: Intervention: Reporting and Investigation	Topic Check-in #3
11-20-16	Chapter 11: Intervention: Case Management & Roles of Other Professionals	No written assignment
11-27-16	Chapter 12: The Legal Response to Child Abuse & Neglect	Discussion Board #2
12-04-16	Chapter 13: Treatment: Physical Abuse and Neglect	Paper #2
12-11-16	Chapter 14: Treatment: Sexual Abuse	Quiz #3