



**University of Central Florida  
School of Social Work**

**SOW 6655.0001 – Child Abuse: Treatment and Prevention**

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Term: Spring 2009  
Class Day: Thursday  
Meeting Time: 6:30PM-9:20PM  
Class Location: BHC 0126  
Credit Hours: 3

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## **COURSE DESCRIPTION**

Study of the social worker's role and interventions with victims of child abuse and their family members.

The overall objective of this course is help students develop an understanding of the various forms of child abuse, identify the underlying causes of this multifaceted problem, and to appropriately identify the types of services that will benefit maltreated children and their families. Throughout the course, students will utilize critical thinking skills necessary for understanding the complex nature of this problem and will appreciate how child abuse affects the child client as well as the family system. Students will develop an understanding of the social worker's reciprocal role (with other helping agencies and community resources) in community-based clinical practice with abused children and their families.

Students will explore the importance of promoting social and economic justice for children and learn to empower children and their parents throughout the helping process. The understanding and application of social work values, confidentiality, diversity (cultural, ethnic, racial, religious) issues, and the integration of ethics in the identification and treatment of abused children and adolescents will be addressed.

## **COURSE LEARNING OBJECTIVES**

By the end of the term, students should be able to:

1. Provide an overview to familiarize the student with chapter 39 of the Florida Statutes and the range of services provided by the Department of Children and Families and other agencies to protect children and to prevent family violence.
2. Appraise characteristics and dynamics of various forms of child maltreatment and corresponding interventions for children and families.
3. Demonstrate practice skills in interviewing and communicating with children.
4. Apply child safety and family assessment factors to the overall determination of treatment needs and case plans.
5. Analyze the characteristics and dynamics of family violence and its impact on children.
6. Examine the indicators of substance abuse and their effect on children and families.
7. Evaluate the basic principles and stages of child development and how these principles and stages relate to child maltreatment.
8. Analyze the characteristics of resilient children and adult survivors and evaluate the factors that lead to resiliency.
9. Analyze culturally competent interventions and assess diversity issues during the reporting, investigation and treatment phases.

## LEARNING METHODS

This course will incorporate a variety of teaching methods. These methods may consist of lecture, discussion, audiovisual materials, small group exercises, guest speakers, and student presentations. A variety of case examples will be used to exemplify issues discussed. Students are expected to be active in the learning process. This implies substantive class participation: **quality of participation will be judged over quantity**. Not all readings will be reviewed directly in class. Students are expected to demonstrate their mastery of course content, including reading material, through class discussion, written assignments, and quizzes.

## REQUIRED TEXTS

Crosson-Tower, C. (2005). Understanding Child Abuse and Neglect (6<sup>th</sup> ed.). Boston: Allyn and Bacon.

## LIBRARY RESOURCES

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

**Students will be expected to utilize UCF library resources to search library databases for required readings.** The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

## ONLINE RESOURCES

Assignment guidelines and other course handouts are available through [www.webct.ucf.edu](http://www.webct.ucf.edu)

## ASSIGNMENTS AND POINTS

**Evaluation of Learning and Grading:** All assignments will be discussed in class. The final course grade will be based on the following assignments:

### 1. Case Analysis – 30%

The case analysis is intended to engage the student in the critical thinking process with respect to identification of problem issues; family structure, needs, and risk factors; child and family strengths; and problem-solving strategies that a social worker might use. The case is to be analyzed using a systems perspective. The instructor will provide additional topic ideas and specific guidelines for this assignment during class.

### 2. Research Paper- 40%

Students are to choose a topic related to some aspect of child abuse and will reference the current version of the Florida Statutes relating to children in Chapter 39. Some examples of topics may include characteristics or factors contributing to specific abusive behaviors; long-term consequences of abuse; the relationship between child abuse and another problem (such as delinquency, substance use, mental illness); or an analysis of services or interventions for some aspect of child maltreatment. The instructor will provide additional topic ideas and specific guidelines for this assignment during class.

### 3. Group Project- 15%

Students will divide into small groups to present information about topics related to child abuse, programs and policies. Dates: Per arrangement of each group.

### 4. Class Participation- 15%

Students will participate in class discussions, small group exercises and role playing for the purpose of practicing intervention strategies with fictitious children and families. In order to provide the freedom to learn, these activities will not be graded but active participation will play an integral role in the general participation aspect of the course grade.

## GRADING SCALE

A	95 - 100	B-	80 - 83	D+	67 - 69
A-	90 - 94	C+	77 - 79	D	64 - 66
B+	87 - 89	C	74 - 76	D-	60 - 63
B	84 - 86	C-	70 - 73	F	59 or less

## POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

### Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

### Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s), must be obtained from the instructor in advance.

- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

### **Classroom Decorum**

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

### **Attendance and Participation**

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who have three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

**Attendance during Finals Week:** It is university policy that all classes **MUST** meet for either a final exam or a class session.

### **Written Assignments**

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

### **Late Assignments**

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox*. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor*. No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

### **Incomplete Grades**

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

### **Academic Integrity/Plagiarism**

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

### **Turnitin.com**

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

### **Disability Access Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

## THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- Integrity:** I will practice and defend academic and personal honesty.  
**Scholarship:** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.  
**Community:** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.  
**Creativity:** I will use my talents to enrich the human experience.  
**Excellence:** I will strive toward the highest standards of performance in any endeavor I undertake.

### Important Dates:

Session 4	Paper Proposal Due
Session 5	Group Project Proposal Due
Session 7	Case Analysis Due
Sessions 9-12	Group Projects Due
Session 14	Research Paper Due

## COURSE OUTLINE & SCHEDULE

All assigned readings are from the course text unless otherwise noted.

### Session 1 – Course Introduction

Unit Learning Objectives:

1. Discuss course expectations

Content:

1. Discuss syllabus
2. Discuss course expectations,
3. Discuss assignments

### Session 2 – Historical Views of Child Abuse and Neglect

Unit Learning Objectives:

1. Identify macro factors that have historically influenced the treatment of children
2. Describe the history of child abuse and neglect

Content:

1. Children as property and child labor
2. The history of child abuse and neglect
3. Child protective services today

Readings:

1. Chapter 1, “The Maltreatment of Children from a Historical Perspective,” pages 1-20
2. Library readings as assigned in class

### Sessions 3 and 4 – Child Maltreatment Overview

Unit Learning Objectives:

1. Identify the different types of child abuse and neglect and the physical and behavioral indicators for each
2. Assess the family dynamics of abusive families

Content:

1. Legal definitions of child abuse and neglect
2. Behavioral indicators of child abuse and neglect

3. The dynamics of abuse
4. Factors that contribute to the occurrence of abuse.

Readings:

1. Chapter 2, "The Family: Roles, Responsibilities, and Rights," pages 21-41
2. Chapter 3, "Maltreatment and the Developing Child," pages 42-62
3. Library readings as assigned in class

### **Session 5 – Neglect of Children**

Unit Learning Objectives:

1. Identify neglect, behavioral indicators, and causes

Content:

1. Understanding how child abuse affects child and adult development and functioning
2. Defining neglect
3. Causes of neglect
4. Interventions for neglect

Readings:

1. Chapter 4, "The Neglect of Children," pages 63-91
2. Library readings as assigned in class

### **Sessions 6 and 7 – Physical and Emotional Abuse of Children**

Unit Learning Objectives:

1. Identify physical abuse, behavioral indicators, and causes
2. Identify the emotional and psychological maltreatment of children

Content:

1. Physical and emotional abuse of children
2. Causes of physical and emotional abuse of children
3. The relationship between domestic violence and physical abuse
4. Trauma in physically and emotionally abused children and appropriate treatments

Readings:

1. Chapter 5, "The Physical Abuse of Children," pages 92-120
2. Chapter 9, "The Emotional and Psychological Maltreatment of Children," pages 209-218
3. Chapter 13, "Treatment: Physical Abuse and Neglect," pages 286-313
4. Library readings as assigned in class

### **Sessions 8 and 9 – Sexual Abuse of Children**

Unit Learning Objectives:

1. Identify sexual abuse, behavioral indicators, and causes
2. Identify incest and extra-familial sexual abuse, misuse and exploitation
3. Identify the causes and the behavioral indicators of incest, emotional and psychological maltreatment of children

Content:

1. Defining incest and extra-familial sexual abuse, misuse and exploitation of children
2. Causes of sexual abuse of children
3. Trauma in sexually abused children and appropriate treatments

Readings:

1. Chapter 6, "The Sexual Abuse of Children," pages 121-148
2. Chapter 7, "Incest: Familial Abuse," pages 149-179
3. Chapter 8, "Extra-familial Sexual Abuse, Misuse and Exploitation," pages 180-208
4. Chapter 14, "Treatment: Sexual Abuse," pages 314-339
4. Library readings as assigned in class

## **Session 10 – Adults Abused as Children**

Unit Learning Objectives:

1. Identify lasting effects of child abuse
2. Discuss treatment interventions for adult survivors of child abuse

Content:

1. Defining incest and extra-familial sexual abuse, misuse and exploitation of children
2. Causes of sexual abuse of children
3. Trauma in sexually abused children and appropriate treatments

Readings:

1. Chapter 17, “Adults Abused as Children,” pages 367-400
2. Library readings as assigned in class

## **Session 11 – Legal Aspects of Child Maltreatment**

Unit Learning Objectives:

1. Identify and describe Chapter 39 of the Florida Statutes, the basic laws and the judicial process related to child abuse and neglect cases.
2. Describe the basics of the reporting and investigative process for child abuse and neglect, including a multi-disciplinary approach.
3. Describe the role and responsibilities of protective services in child abuse cases.

Content:

1. Laws that govern child abuse in the State of Florida
2. An overview of the investigative and judicial process
3. The role of the protective services team

Readings:

1. Chapter 10, “Intervention: Reporting and Investigation,” pages 219-245
2. Chapter 12, “The Legal Response to Child Abuse and Neglect,” pages 265-285
3. Library readings as assigned in class

## **Session 12 – The Foster Care System as an Intervention for Maltreated Children**

Unit Learning Objectives:

1. Describe the scope of social work practice and services with abused children
2. Identify cultural considerations during the reporting, investigation, and treatment phases
3. Describe treatment and intervention alternatives
4. Evaluate interventions and outcomes in given case situations
5. Understand the role of case management in child abuse cases

Content:

1. The role of foster care
2. Services for the abused child and the family system
3. The importance of case management

Readings:

1. Chapter 15, “Foster Care as a Therapeutic Tool,” pages 340-349
2. Chapter 16, “The Social Worker and the System,” pages 350-366
3. Library readings as assigned in class

## **Sessions 13 and 14 – Prevention of Child Abuse and Neglect**

Unit Learning Objectives:

1. Identify strategies to prevent child abuse
2. Identify diversity issues when assessing and treating abused children and their families
3. Discuss issues concerning child welfare workers, such as secondary traumatization

Content:

1. Identifying prevention efforts in schools, families, and communities
2. Changes that need to occur in the helping system
3. The influence of diversity issues in the helping process with abused children and their families

4. Issues concerning child welfare workers, such as secondary traumatization
5. Review course content and answer student questions

Readings:

1. Chapter 18, "Prevention," pages 401-416
2. Chapter 19, "Toward a Better Tomorrow," pages 417-429
3. Library readings as assigned in class

## Session 15- Course Review

### SUGGESTED BIBLIOGRAPHY

- Bell, H. (2003). Strengths and secondary trauma in family violence work. In *Social Work*, 48 (4), 513-522.
- Bolin, R. M. (2003). Child sexual abuse: Prevention or promotion? In *Social Work*, 48 (2), 174-185.
- Corder, B. F. (2000). *Structured psychotherapy groups for sexually abused children and adolescents*. Sarasota, FL: Professional Resource Press.
- Crisci, G., Lay, M., & Lowenstein, L. (1998). *Paper dolls and paper airplanes: Therapeutic exercises for sexually traumatized children*. Charlotte, NC: Kidsrights.
- Cunningham, C., & MacFarlane, K. (1996). *When children abuse: Group treatment strategies for children with impulse control problems*. Brandon, VT: The Safer Society Press.
- Cunningham, M. (2003). Impact of trauma work on social work clinicians: Empirical findings. In *Social Work*, 48 (4), 451-459.
- DeBecker, G. (1999). *Protecting the gift: Keeping children and teenagers safe (and parents sane)*. New York: Dell Publishing.
- Finkelhor, D. (1987). The trauma of child sexual abuse: Two models. In *Journal of Interpersonal Violence*, 2 (4), 348-366.
- Freshwater, K., Ainscough, C., & Toon, K. (2002). Confronting abusers: The opinions of clinicians and survivors. In *Journal of Child Sexual Abuse*, 11 (4), 35-52.
- Gil, E. (1991). *The healing power of play: Working with abused children*. New York: Guilford Press.
- Gold, S. N. (2000). *Not trauma alone: Therapy for child abuse survivors in family and social context*. Philadelphia: Brunner/Routledge.
- Homeyer, L. E., & Landreth, G. L. (1998). Play therapy behaviors of sexually abused children. In *International Journal of Play Therapy*, 7 (1), 49-71.
- Lane, W. G., Dubowitz, H., & Harrington, D. (2002). Sexual abuse evaluations: Adherence to recommendations. In *Journal of Child Sexual Abuse*, 11 (4), 17-34.