

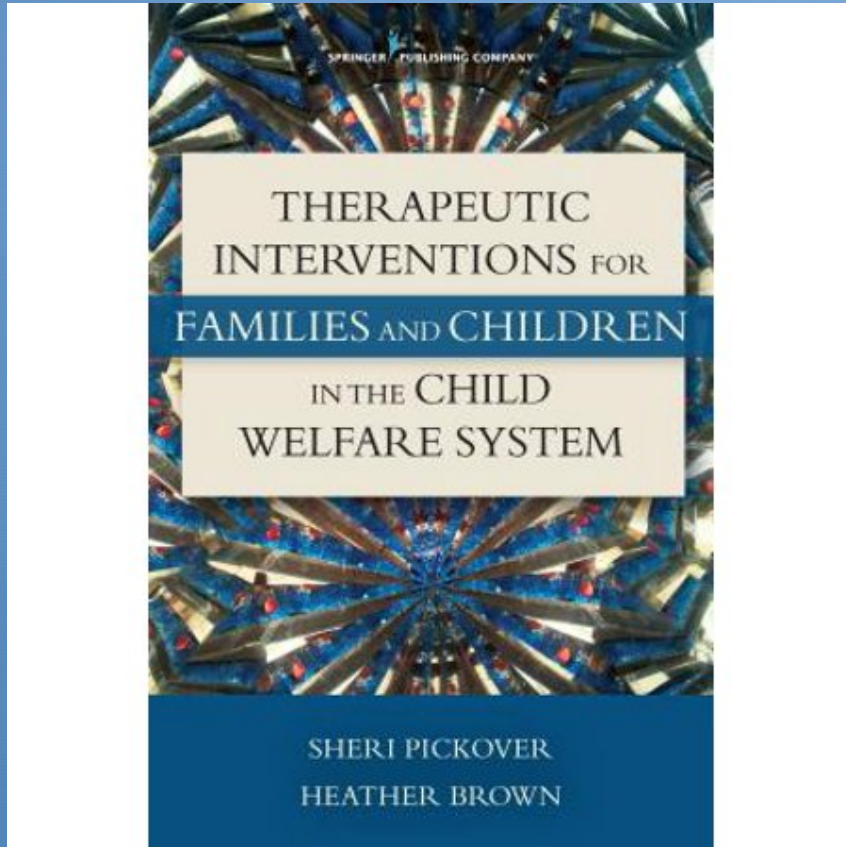
Design and Implementation of a Practitioner's Focus to a Child Welfare Course

Lydia DeBiase, LCSW

Overview of Course

- Teach students about interventions for children and families at risk.
- Emphasis on the child welfare population.
- Meets the child welfare course requirements of both the CWEB and CWEL programs for the state of PA.
- Perspective of cultural humility.
- Trauma informed lens.
- Teaching methods/assignments.
- Feedback from students.

Textbook for Class



- Practitioners working with families in child welfare.
- Unique treatment issues.
- Evidence based guidelines collaboration.
- Addresses crises.
- Assisting with transitions.
- View of birth parents, foster parents, the child, and child welfare system.

Teaching Methods/Assignments

- Class Discussion on readings (around the room).
- Case Study compiled and presented by the students.
- Reflection Paper (Integrate Readings).
- Group Work on Evidence Based Programs.
- Outline for Presentation.
- Oral Presentations (research).
- Students as Leaders and Teachers.
- Grading each others work.
- Filling in the Gaps.

Reflection Paper

- Three reflections, 2 pages each.
- Highlights about insights they recognized while learning.
- How the information impacted them personally to help build self-awareness.
- Allows the instructor to see where each student is developmentally.
- Integrate 2 readings, one that was not discussed in class.

Outline of Presentation

- Choose a topic the first week.
- Guidelines for oral presentation.
- Submit two weeks prior to their presentation.
- Work closely with student.
- 6 Scholarly articles.
- Must include references.

Oral Presentation

- Students as teachers and leaders.
- Dress professionally.
- Encouraged to be creative.



Guide for Presentation

Introduction to the Issue

- Identify, define, and describe the topic/problem.
- Scope of the issue.
- “At Risk” factors and populations.



Guide for Presentation

Review of the Literature

- Historical development in the U.S. (1800's).
- Significant laws and policies.
- Relevance to social work.



Guide for Presentation

Services

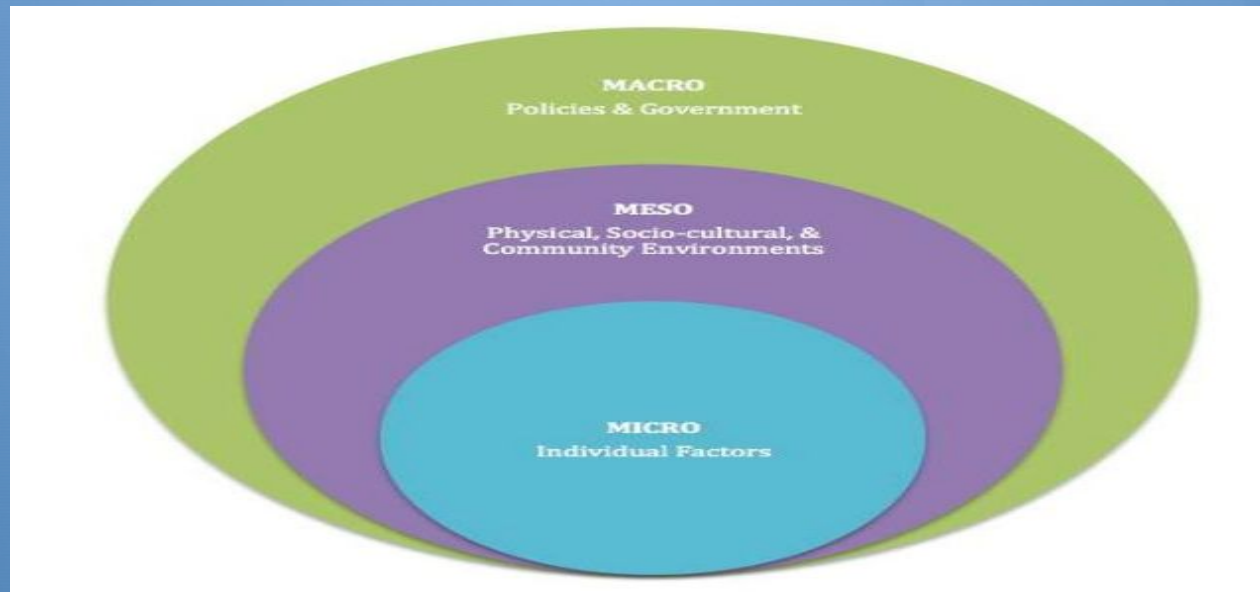
- Current local and national programs
(encouraged to provide list)



Guide for Presentation

Interventions

- How do social workers intervene at a micro, mezzo, and macro level (be specific).
- Integrate two evidence based programs.



Guide for Presentation

Conclusion

- Summarize the current situation.
- Personal thoughts with support from the literature about **“future developments of services”** needed to address this issue in the future.



Grading

- Students are provided with a grading rubric.
- Grade each others presentation.
- Instructor reviews feed back prior to submitting to students.

Student Presentation Grading Rubric

	Poor 0 points (Absent or incompletely presented)	Adequate 1 point (Reflected incomplete understanding)	Good 2 points (Factually complete)	Excellent 3 points (Above and beyond)
Explain the System				
Explain the Question				
Explain the Method				
Explain the Results				
Explain the Implications				

Overall Score: _____

Group Activity

- Come up with and describe a brief scenario of a family where there has been child-maltreatment. You can select the entire family or just the child.
- Access the [The California Evidence-Based Clearinghouse for Child Welfare CEBC](http://www.cebc4cw.org/) website at: <http://www.cebc4cw.org/>
- Select a program with a rating of 1-3 that interests you and that would be appropriate to apply to your scenario.
- Provide a rationale for why you selected this program and why it applies to your family/family member.
- Next week, share your scenario, chosen program, and rationale.

Course Curriculum-Week 1

- Introductions and discussion of course including the syllabus requirements.
- Evidence-Based Practice with Families.
- Strength-Based Practice with Families.
- Assign Group Activity.



Course Curriculum- Week 2

- Group Activity-Evidence Based Practice.
- History of Child Abuse.
- Review a Public Time Line of Public Efforts to Address Child Abuse.
- Federal Laws
- Story of Mary Ellen Wilson.



Course Curriculum-Week 3

- Working in Child Protection
- Facing Challenges
- Vicarious Traumatization
- Posttraumatic Growth
- Resiliency



Course Curriculum-Week 4

- Reflection Paper #1 is due
- Definition of Maltreatment of Children
- Scope of the Problem
- Factors that Contribute to Child Abuse and Neglect
- Consequences of Child Abuse and Neglect
- What can be done to Prevent Child Abuse and Neglect?

Course Curriculum-Week 5

- The Child Protection Process
- Child Protection at the Community Level
- Organizations Working Together to Protect Children
- Sexual Abuse of Children
- Physical Abuse of Children
- Nurturing and Reparenting

Course Curriculum-Week 6

- Out of Home Care
- Racial Disproportionality in Child Welfare
- Youth growing out of care
- The overmedication of youth in care



Course Curriculum-Week 7

- Adoption
- Interventions with Families and Changes Needed in the System
- Home Visits
- Assessments
- Parents History
- Cultural Sensitivity

Course Curriculum-Week 8

- Reflection Paper #2 is due
- Domestic Violence
- The cycle of abuse
- Power and control wheel



Course Curriculum-Week 9

- LGBT Youths and the Challenges they face
- Human Trafficking



Course Curriculum-Week 10

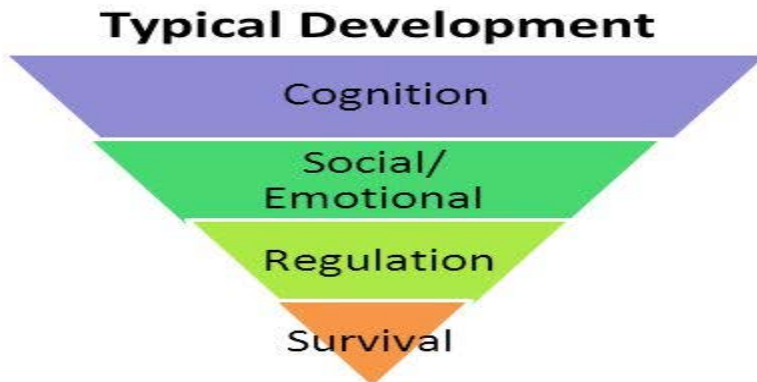
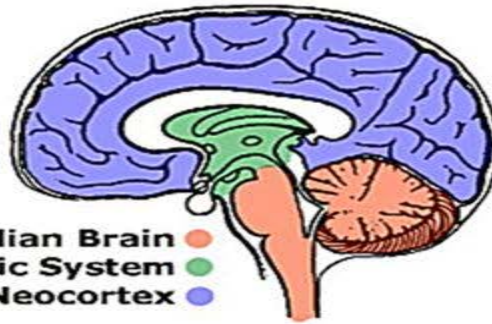
- Divorce
- Stepfamilies
- Incarcerated Parents



Course Curriculum-Week 11

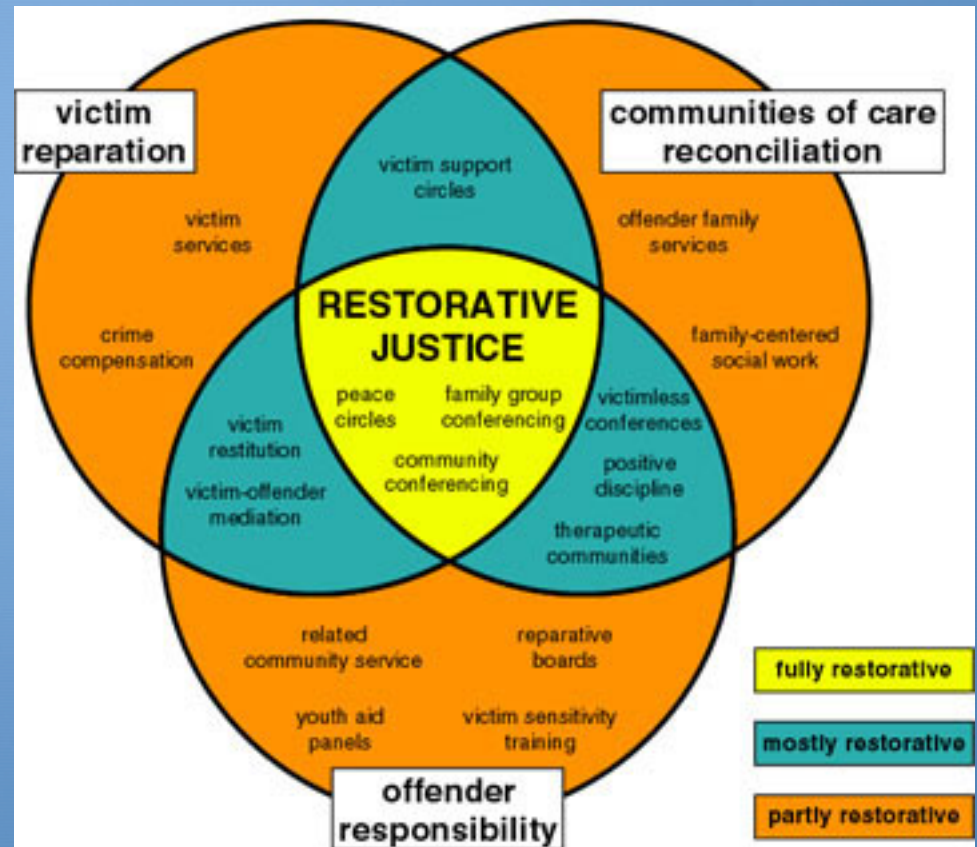
- The Impact of Maltreatment on the Brain
- Trauma

Trauma & Brain Development



Course Curriculum-Week 12

- Racism
- Oppression
- Violent Communities
- Restorative Justice
- Healing Circles



Course Curriculum-Week 13

- Reflection Paper # 3 is due
- Homelessness
- Unemployment
- Poverty



Course Curriculum-Week 14

- Elder Abuse
- Caregiver Stress



Feedback -BSW

- I really enjoyed the student presentations.
- The presentations gave each student an opportunity to heavily research and learn a specific topic and share their findings with the rest of the class.
- I also really enjoyed the weekly focuses on a different population/issues.
- Strengths of course were group presentations and the case studies.
- We understood how to deal with a particular situation when it is time for us as the social worker to interact with others.

Feedback-BSW

- We would talk about real life situations as well as methods and tactics for how to handle them if we were faced with them.
- Doing the presentations provided me with knowledge that I had not known before entering her class.
- The class provided us with valuable exercises and information that will help us later in life.
- The reflections and cases were fun and presentation were great it helped get comfortable with public speaking because of small classroom.

Feedback-MSW

- I enjoyed listening to my peers present.
- I enjoyed the presentation and the teaching of the course material to each other.
- The instructor did a great job allowing the students to express themselves and be part of the teaching process with their presentations.
- I felt like we were given the opportunity to be a leader by researching and presenting a topic in class.



Widener University

Center for Social Work Education

Children and Families at Risk

COURSE DESCRIPTION

This course will focus on the dynamics of challenges families face to include, the various aspects of child maltreatment, substance abuse, mental illness, trauma, domestic violence, homelessness, elder abuse and care-giving. It will also look at environmental factors influencing families to include poverty, violent communities, racism, and oppression. Students will look at the history of social policy and its current impact on "at risk" families. Students will explore evidence based and strengths-based treatment modalities to look at ways to help individuals and families overcome challenges and build resiliency. In addition, students will learn about vicarious traumatization, and ways to effectively build resilience for themselves. 3 credits

COURSE GOALS

1. Students will acquire knowledge of family systems and the development of dysfunction.
2. Students will identify risk factors and determine how race and culture impact service delivery.
3. Students will identify environmental factors that impact the family system and impede the upward trajectory.
4. Students will assess how current social policy impacts the family system and the availability of services.
5. Students will acquire knowledge of family resilience and strategies that tend to prevent dysfunction.
6. Apply knowledge of the neurobiological consequences of early childhood trauma, abuse, and neglect to intervention strategies.
7. Engage in research-informed practice and practice informed research.
8. Apply strengths-based models in case assessment, planning, and management.

REQUIRED TEXT

Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company.

Assignment # 1: Reflection Paper (each reflection paper is worth 10 points, 30 points total for all 3 papers).

The purpose of the reflection paper is for the student to write about the highlights or significant insights they recognized while learning the material. It is also an opportunity for them to discuss how the information has impacted them personally to build self-awareness. The reflection paper also allows the instructor to see where each individual student is and adjust the material or feedback to the student or class as needed to continue to help students gain competency of the material.

In weeks 4, 8, and 13 you will compose a 2-page reflection paper, describing one or more highlights or significant insights that you recognized while reviewing the coursework (e.g., assigned readings, videos, assignments, and class discussions) over the last several weeks. You will discuss how the material resonates with you, i.e. your thoughts, feelings, and opinions on the content.

Guidelines:

- Integrate a minimum of two (2) of the readings, lecture materials, videos etc. with citations and references within the paper. One source you may choose; the other source must be **different** from the sources used in the class discussion over the last several weeks for each reflection paper.
- Use APA style writing, including headings and citations, and paragraph formatting (2 double-spaced pages in length). You must include a reference page.

REFLECTION PAPER RUBRIC		
Component	Score	Comments
Integration: Integrated at least two (2) of the readings, or other class resources; include one reading that was not discussed in class. <i>-worth up to 4 points</i>		
Reflection: Identified at least one way that the class curriculum impacted you on a personal level - <i>worth up to 3 points</i>		
Writing & APA: Used APA style writing, including headings and citations, and paragraph formatting; paper was 2 double-spaced pages in length; included a		

reference page - <i>worth up to 3 points</i>		
Total Score ____ (out of 10 possible points)		

Assignment: Outline (10 points) and Oral Presentation (35 points)

You will choose a topic/problem the first week of class.

In the past, in the United States, how have we dealt with this problem? How are we dealing with it now? What do we need to do in the future to better address this issue?

You are responsible for researching this topic/problem and then teaching it to the class. Please be creative and use different teaching methods. How would you like someone to teach this information to you? You will have 30 minutes for your presentation. You will need to submit a Power Point of this presentation in my assignments in Canvas.

For your presentation you are expected to be dressed professionally and to present mastery of your topic.

Outline

Follow the guide below for the oral presentation; provide detailed but abbreviated information for each section. I should have a good idea what your content is for your presentation.

Oral Presentation

Introduction to the issue-identify, define, and describe the topic/problem you are researching, including the scope of the issue. How many people are affected by this issue? Define “at risk” factors and populations.

Review of the Literature: Explain the historical development of the issue. This should extend back to at least the 1800’s in the United States. Include significant laws and policies that have impacted this issue over time although you may go back further in history if you feel it is relevant. From your literature review identify the most important points about this issue that is relevant to social work and discuss them.

Services: Provide information regarding current local and national programs and services available to mitigate the problem. The students in the class should know after your presentation where to go for assistance with this problem. Provide as much detail as possible.

Interventions: Identify how social workers can intervene at a micro, mezzo, and macro level for this population. Integrate at least two of the programs from the California Evidence Based Clearinghouse for Child Welfare: <http://www.cebc4cw.org/>. If you cannot find

evidence-based practices for your topic at this website, please identify evidence-based practices from another website.

- For micro, think about this in terms of, if you were in the room with this client, who presented with this issue what are you assessing and what interventions will you be using?
- For mezzo, think about how you are interacting with this client regarding this topic at the family, agency, and community level.
- For macro, think about this on a state and national level.
- For this section, if you say we need more funding or more education, please follow up with more details about specific programs and services relevant to this population that you will create with these resources. Be as specific as possible as it relates to your topic.

Conclusion-Summarize the status of the issue, include personal thoughts with corroborating support from the literature **about the future development of services** you feel are significant in addressing this issue in the future. Again, this needs to be specific and related to your topic.

Use at least 6 scholarly articles in your presentation. You may use journal articles, credible government websites and child welfare sites given to you at the beginning of this class. You are encouraged to use the readings about the topic that is provided in the syllabus. Your sources must be within the last 10 years. Also use APA formatting with a reference page.

Include references for your outline.

ORAL PRESENTATION RUBRIC		
Components	Score	Comments
Introduction: Identified and described the problem, including the scope of the issue, and identified risk factors and populations - <i>worth up to 6 points</i>		
Literature Review: Explained the history of the issue, and included relevant literature review supported by scholarly articles, included the history of policies and laws for this topic - <i>worth up to 6 points</i>		
Services: Identified current local and/or national programs and services available to mitigate the problem - <i>worth up to 5 points</i>		
Interventions: Identified how social workers can intervene at a micro, mezzo, and macro level, included two evidence-based		

programs - <i>worth up to 6 points</i>		
Conclusion: Summarized the current status of the issue and discussed the future development of services for addressing this issue - <i>worth up to 6 points</i>		
Presentation: Presentation meets minimum length requirement; professional appearance & demeanor, communication style, & public speaking skills are present; presentation was well-organized with citations and a reference slide, minimum of 6 scholarly articles. - <i>worth up to 6 points</i>		
Total Score (out of 35 possible points)		

Presentation Topics (you may choose one of the topics below). You will present on the week designated for the topic. Presentations will start week 4 of the semester.

- Week 4: Child Neglect and Substance Abuse
Effect of Chronic Mental Illness on Parenting
- Week 5: Sexual Abuse of Children
Physical Abuse of Children
- Week 6: The disproportionality of children of color in the child welfare system.
The overmedication of children in out of home care (foster care, residential, and group homes)
- Week 7: The risk of youth growing out of care to become chronically homeless as adults.
Adoption
- Week 8: Domestic Violence
- Week 9: LGBT Youths and the Challenges they face
Children and Human Trafficking
- Week 10: Incarcerated Parents and the effect on their children
Divorce
- Week 11: online class
- Week 12: Violent Communities and its impact on the Individual and Families with an emphasis on restorative justice and healing circles.
Racism and its impact on Families
- Week 13: Poverty and its impact on Families
Homelessness and its impact on Families
- Week 14: Caregiver stress as it relates to the elderly
Elder Abuse

Assignment due dates

- **Group Activity is due week 3**
- **Reflection papers are due on week 4 , week 8, and week 13 .**
- **Outline for oral presentations are due two weeks before you present.**
- **Grading is due week 4-14.**
- **Power point is due the week you present**

Student Performance Evaluation

The grade for this course will be based on designated assignments, classroom participation, and attendance.

Reflection Papers	30 points (10 points each)
Group Activity-week 3	5 points
Outline	10 points
Class Presentation	35 points
Grading	5 points
Online Assignment week 11	5 points
Class Attendance and Participation	10 points
Total	100 points

CLASS SESSIONS TOPICS AND ASSIGNMENTS

Week 1: Introduction

- Introductions and discussion of course including the syllabus requirements
- Evidence Based Practice with Families
- Strength Based Practice with Families
- Assign Group Activity

Group Activity

- Come up with and describe a brief scenario of a family where there has been child-maltreatment. You can select the entire family or just the child.
- Access the [The California Evidence-Based Clearinghouse for Child Welfare CEBC](http://www.cebc4cw.org/) website at: <http://www.cebc4cw.org/>
- This website is an invaluable resource when working with this population. Please familiarize yourself with this website as I encourage you to use this resource as much as you possibly can in your practice.
- Select a program with a rating of 1-3 that interests you and that would be appropriate to apply to your scenario. **The lower rating indicates a stronger evidence-based practice. The higher the rating, the more concerning the practice would be.**
- Provide a rationale for why you selected this program and why it applies to your family/family member.
- Next week, share your scenario, chosen program, and rationale.

Required Readings and Assignments:

- Bellamy, J.L., Bledsoe, S.E., & Traube, D.E. (2006). The current state of evidence-based practice in social work: A review of the literature and qualitative analysis of expert interviews. *Journal of Evidence-Based Social Work*, 3(1), 23-48.
- Child Welfare Information Gateway (2008). *An Individualized, strengths-based approach in public welfare driven systems of care*.
<http://www.childwelfare.gov/pubs/acloserlook.strengthsbased/index.cfm>
- Oliver, C. (2012). What does strength-based practice mean for relationships between child protection workers and their mandated clients? *Relational Child & Youth Care Practice*. 25(4), 5-12.
- Familiarize yourself with the following websites: (these are recommended resources for your research paper)
- The California Evidenced-based Clearinghouse for Child Welfare:
<http://www.cebc4cw.org/>
- Child Welfare Information Gateway
<https://www.childwelfare.gov/>
- Children's Bureau
www.acf.hhs.gov/programs/cb

Week 2

- Group Activity-Evidence Based Practice
- History of Child Abuse
- Review a Public Time Line of Public Efforts to Address Child Abuse
- Federal Laws
- Story of Mary Ellen Wilson
- YouTube: Orphan Trains: <https://youtu.be/WDJx8m5DCL4>
- YouTube: Out of Darkness the Story of Mary Ellen Wilson: <https://youtu.be/O8VSpIfEuKo>


Required Readings and Assignments:

- Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 1, p.3-22.
- Cook-Fong, S. (2011). Orphan train riders to Nebraska: A look at life experiences. *NACSW Convention Proceedings*, 1-15.
- Goldman, J., Salus, M., Wolcott, D. & Kennedy, K. (2003). *A Coordinated response to child abuse and neglect: The foundation for practice*. U.S. Department of Health and Human Services Administration for Children and Families, pages 51-57.
- Myers, J.B. (2008). A short history of child protection. *Family Law Quarterly*, 42 (3), 449-463.

Week 3

- Working in Child Protection
- Facing Challenges
- Vicarious Traumatization
- Posttraumatic Growth
- Resiliency
- YouTube-MARC Brown Bag Webinar with Sandra Bloom, MD, Mobilizing Action for Resilient Communities Program: https://youtu.be/ldJq_rL9tvc

Required Readings and Assignments:

- Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 13, p.253-266.
- Dombo. E.A. & Gray, C. (2013). Engaging spirituality in addressing vicarious trauma in clinical social workers: a self-care model, *Social Work & Christianity*, 40(1), 89-104.
- Russ, E., Lonne, B., & Darlington, Y. (2009). Using resilience to reconceptualise child protection workforce capacity. *Australian Social Work*, 62(1), 324-338.
- Perry, B. D. (2014). *The cost of caring: Secondary traumatic stress and the impact of working with high-risk children and families*. Houston, TX: The ChildTrauma Academy. 

Week 4

- Reflection Paper #1 is due
- Definition of Maltreatment of Children
- Scope of the Problem
- Factors that Contribute to Child Abuse and Neglect
- Consequences of Child Abuse and Neglect
- What can be done to Prevent Child Abuse and Neglect?
- Video-Through Our Eyes: Children, Violence and Trauma (Office for Victims of Crime, 2014) <https://youtu.be/z8vZxDa2KPM>

Required Readings and Assignments:

- Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 2, p.23-38.
- Goldman, J., Salus, M., Wolcott, D. & Kennedy, K. (2003). *A Coordinated response to child abuse and neglect: The foundation for practice*. U.S. Department of Health and Human Services Administration for Children and Families, pages 1-49.
- U.S. Department of Health and Human Services Administration for Children and Youth. (2014). *Parental Substance Use and the Child Welfare System*. Washington, D.C. Child Welfare Information Gateway. www.childwelfare.gov.

Week 5

- The Child Protection Process
- Child Protection at the Community Level
- Organizations Working Together to Protect Children
- Sexual Abuse of Children
- Physical Abuse of Children
- Nurturing and Reparenting
- You tube: Out of Darkness into Light WLRN: <https://youtu.be/MgqXvVqKIwc>

Required Readings and Assignments:

- Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 3 & 4, p.39-74.
- Goldman, J., Salus, M., Wolcott, D. & Kennedy, K. (2003). *A Coordinated response to child abuse and neglect: The foundation for practice*. U.S. Department of Health and Human Services Administration for Children and Families, pages 59-104.
- Crosson-Tower C. (2014). The physical abuse of children. *Understanding child abuse and neglect*. (pp.86-101). Pearson Education.

Crosson-Tower C. (2014). Intrafamilial abuse. *Understanding child abuse and neglect*. (pp.139-165). Pearson Education.

Child Welfare Information Gateway. *Treatment of child sexual abuse*. Washington, DC. Children's Bureau. www.childwelfare.gov.

Week 6

- Out of Home Care
- Racial Disproportionality in Child Welfare
- Youth growing out of care
- The overmedication of youth in care

Required Readings and Assignments:

Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 5, p. 75-98.

Child Welfare Information Gateway. (2016). *Foster care statistics 2014*. Washington, DC. Children's Bureau. <https://www.childwelfare.gov>.

Bradley, King, C., Perry, M. & Donohue, C. *Contemporary Issues in Child Welfare Practice*, Chapter 7, Springer Science+Business Media

Child Welfare Information Gateway. (2013). *Enhancing Permanency for youth in out-of-home care*. Washington, DC. Children's Bureau. <https://www.childwelfare.gov>.

Baker, S. (2013). From homeless teen to chronically homeless adult: A qualitative study of the impact of childhood events on adult homelessness. *Critical Social Work*. 14 (2). 61-81.

Week 7

- Adoption
- Interventions with Families and Changes Needed in the System
- Home Visits
- Assessments
- Parents History
- Cultural Sensitivity

Required Readings and Assignments:

Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 6, p. 99-110.

Child Welfare Information Gateway. (2013). *Openness in adoption: Building relationships between adoptive and birth families*. Washington, DC. Children's Bureau. <https://www.childwelfare.gov>.

Child Welfare Information Gateway. (2013). *Parent education to strengthen families and reduce the risk of maltreatment*. Washington, D.C. Children's Bureau. <http://www.childwelfare.gov>.

Ferguson, H. (2009). Performing child protection: home visiting, movement and the struggle to reach the abused child. *Child and Family Social Work*, 14, 471-480.

Oretga, R.M. & Faller, K.C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare*. 90(5), 27-49.

Suggested Reading:

Thompson, R. & Haskins, R. (2014). Early stress gets under the skin: Promising initiatives to help children facing chronic adversity. *The Future of Children*. Policy Brief Spring. 1-7.

Week 8

- Reflection Paper #2 is due
- Domestic Violence
- The cycle of abuse
- Power and control wheel
- You tube-Leslie Morgan Steiner: Why Domestic Victims Don't Leave (TED TALK): <https://youtu.be/V1yW5IsnSjo>

Required Readings and Assignments:

Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 10, p. 201-221.

Smith, M. & Segal, J. (2012). Domestic violence and abuse; signs of abuse and abusive relationships. *Helpguide.org*. Retrieved from http://www.helpguide.org/mental/domestic_violence_abuse_types_si...

Smith, M. & Segal, J. (2014). Help for abused and battered women: Protecting yourself and escaping from domestic violence. *Helpguide.org*. Retrieved from http://helpguide.org/mental/domestic_violence_abuse_help.tr...

Smith, M. & Segal, J. (2014). Help for abused men: Escaping domestic violence by women or domestic partners. *Helpguide.org*. Retrieved from <http://helpguide.org/mental/domestic-violence-men-abused-b...>

Week 9

- LGBT Youths and the Challenges they face
- Human Trafficking
- Video, Children for Sale: The Fight to end Human Trafficking: <https://youtu.be/V1yW5IsnSjo>
- Video: Imagine a World Where Being "Gay" The Norm and Being "Straight Would Be the Minority: <https://youtu.be/CnOJgDW0gPI>

Required Readings and Assignments:

Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 9, p. 165-200.

Ryan, C. (2009). *Supportive families, healthy children: Helping families with lesbian, gay, bisexual and transgender children*. San Francisco, CA: Marian Wright Edelman Institute.

Child Welfare Information Gateway. (2015). *Child Welfare and Human Trafficking*. Washington, DC. Children's Bureau. <https://www.childwelfare.gov>.

Week 10

- Divorce
- Stepfamilies
- Incarcerated Parents
- Video: [Children of Prisoners Reunite With Their Fathers Behind Bars for a Day;](https://youtu.be/i5VV0og-a7w) <https://youtu.be/i5VV0og-a7w>

Required Readings and Assignments:

- Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 11, p. 223-238.
- Turner, H., Finkelhor, D. & Ormrod, R. (2007). Family structure variation in patterns and predictors of child victimization. *American Journal of Orthopsychiatry*.77.2, 282-295.
- The Annie E. Casey Foundation. (2011). *When a parent is incarcerated: A primer for social workers*. Retrieved from www.aecf.org

Week 11

- The Impact of Maltreatment on the Brain
- Trauma
- You Tube Effective Psychological Treatment for Child Victims of Violence: <https://youtu.be/3EyvaEk0K-k>
- Building Resilience in Children: Part 1: <https://youtu.be/fzTkU8IrukQ>
- Part 2: <https://youtu.be/UYVFLy6XAf4>

Required Readings and Assignments:

- Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 7&8, p. 111-164
- SAMHSA. *Tips for talking with and helping children and youth cope after a disaster or traumatic event*. <http://store.samhsa.gov>.
- Felitti, V., Anda, R., Nordenberg, D., Williamson, D., Spitz, A., Edwards, V., Koss, M., and Marks, J. (1998). Relationship of childhood abuse and household dysfunction too many of the leading causes of death in adult; The adverse childhood experiences (ACE) study. *American Journal of Preventive Medicine*. 14 (4). 245-258.
- Child Welfare Information Gateway. (2017). *Supporting brain development in traumatized children and youth*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau

Suggested Reading:

- National Scientific Council on the Developing Child. (2010). *Persistent fear and anxiety can affect young children's learning and development: Working paper No.9*. <http://www.developingchild.net>.

Week 12

- Racism
- Oppression
- Violent Communities
- Restorative Justice
- Healing Circles
- Vimeo: Restorative Justice in Action: <https://vimeo.com/47784668>

Required Readings and Assignments:

- Pickover, S., & Brown, H., (2015). *Therapeutic interventions for families and children in the welfare system*. New York: Springer Publishing Company. Chapter 12, p.239-252.
- Pinderhughes, H. (2013). Addressing and preventing trauma at the community level. *Urban Networks to Increase Thriving Youth Unity through Violence Prevention*. Retrieved August 8, 2014, from <http://www.preventioninstitute.org/unity>.
- Finkelhor, D., Turner, H., Ormrod, R., Hamby, S., & Kracke, K. (2009). Children's exposure to violence: A comprehensive national survey. *Juvenile Justice Bulletin*,

www.ojp.usdoj.gov.

Wilkins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). *Connecting the dots: An overview of the links among multiple forms of violence*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, CA: Prevention Institute.

Week 13

- Reflection Paper # 3 is due
- Homelessness
- Unemployment
- Poverty

Required Readings and Assignments:

Szalavitz, M. & Perry, B. (2010). *Born for Love: Why Empathy is Essential and Endangered*. New York, NY: HarperCollins Publisher. Chapter 12: Warm as Iceland

Robbins, T., Stagman, S. & Smith, S. (2012). Young children at risk: National and state prevalence of risk factors. *National Center for Children in Poverty*.

www.nccp.org.

Week 14

- Elder Abuse
- Caregiver Stress
- PBS: Frontline-Living Old: <https://www.pbs.org/wgbh/frontline/film/livingold/>

Required Readings and Assignments:

Belinger, E., Davis, C. & Fulmore, C. (2010). Elder abuse: What professionals need to know. *Hartford Partnership Program for Aging Education University of Pittsburg School of Social*

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<http://www.childwelfare.gov/pubs/acloserlook.strengthsbased/index.cfm>
- Child Welfare Information Gateway. (2015). *Child Welfare and Human Trafficking*. Washington, DC. Children's Bureau. <https://www.childwelfare.gov>.
- Child Welfare Information Gateway. (2013). *Enhancing Permanency for youth in out-of-home care*. Washington, DC. Children's Bureau. <https://www.childwelfare.gov>.

- Child Welfare Information Gateway. (2012). *Foster care statistics 2014*. Washington, DC. Children's Bureau. <https://www.childwelfare.gov>.
- Child Welfare Information Gateway. (2013). *Openness in adoption: Building relationships between adoptive and birth families*. Washington, DC. Children's Bureau. <https://www.childwelfare.gov>.
- Child Welfare Information Gateway. (2013). *Parent education to strengthen families and reduce the risk of maltreatment*. Washington, D.C. Children's Bureau. <http://www.childwelfare.gov>.
- Child Welfare Information Gateway. (2017). *Supporting brain development in traumatized children and youth*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau
- Child Welfare Information Gateway. *Treatment of child sexual abuse*. Washington, DC. Children's Bureau. www.childwelfare.gov.
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- Finklehor, D., Turner, H., Ormrod, R., Hamby, S., & Kracke, K. (2009). Children's exposure to violence: A comprehensive national survey. *Juvenile Justice Bulletin*, www.ojp.usdoj.gov.
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Wilkins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). *Connecting the dots: An overview of the links among multiple forms of violence*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, CA: Prevention Institute.