1. Course Description:

This methods course is intended to develop practice skills in child welfare, with special attention to child maltreatment. This course will prepare students to practice in the child welfare field by teaching them about the various contexts in which child welfare practice takes place and the skills and modalities that are used with children, youth, and families who are the focus of child welfare intervention. Ethical issues for social workers, in particular, the sometimes conflicting needs of children and families and legal system impact on child welfare practice, will be addressed, as the various methods are taught. The first term will focus on assessment and the second on treatment.

2. Course Content:

This course will cover the following areas: 1) personal, professional, and societal responses to children at risk, 2) client issues and responses to child welfare intervention, 3) theories that explain child maltreatment, 4) assessment of children and adults with child welfare issues, 5) interventions employed in the child welfare system, and 6) treatment strategies used with traumatized children. This course will draw upon practice in the United States, Canada, and Western Europe.

In the realm of personal, professional, and societal responses, students will be sensitized to their personal reaction to child maltreatment. They will be apprised of professional expectations, such as mandatory reporting of child maltreatment, and students will be taught about the general structure of service delivery to child welfare clients, which constitutes the context within which they will provide services to clients.
Client issues will include several concerns. First, students will become cognizant of different impacts and implications, depending upon who is defined as the client (e.g., the child, the parent(s), the family, or the child protection system). Second, students will learn to appreciate the impact of the involuntary nature of many social worker-client relationships in the child welfare system. How services are perceived by clients and how involuntariness affects choices in interventions will be examined. Third, students will be made aware of how differences between themselves and clients of child welfare services affect service delivery. These differences will include race, developmental status, economic status, education, gender, and physical well-being.

The knowledge students will acquire about assessment will include evaluating children, adults, and families who are involved in the child welfare system. Students will learn how to evaluate overall functioning, conduct developmental assessments, and make a determination about the likelihood of child maltreatment and other endangering behaviors. They will learn different models of assessment and the role of medical examinations and psychological testing in the evaluation process. They will also become acquainted with widely used assessment practices in child welfare, such as screening, risk assessment, and structured decision making.

Students will learn about different approaches, such as ego psychological, cognitive behavioral, trauma focused, and family systems theoretical frameworks and interventions. They will also learn about interventions, such as parenting instruction, parent aids, solution-focused therapy, intensive family preservation services, and wrap-around services as programmatic approaches with child welfare clients.

Students will learn how to evaluate direct practice, for example, by using single subject design and standardized measures, such as the Child Behavior Checklist, the Child Sexual Behavior Inventory, the Trauma Symptom Checklist, and the Child Dissociation Scale. They will also become acquainted with outcome criteria employed in the child welfare system, for example, re-abuse of a child, re-referral to child protective services, and permanency. Finally, they will be given tools to critically evaluate programs, such as wrap-around services and parenting instruction.

3. Course Objectives:

Upon completion of the course, students will be able to:

1. Understand the roles and responsibilities of social workers practicing in child welfare, including mandatory reporting of child maltreatment, multidisciplinary approaches to child maltreatment, assessment, case management, and therapeutic roles, as well as statutory requirements related to case management within the child welfare system.
2. Recognize the consequences of the involuntary nature of the client's relationship with them as services providers, of the impact of economic, racial, ethnic, gender, and other differences on their relationships with clients, and of the effect of their personal experiences on their practice in child welfare.
3. Demonstrate beginning ability to conduct individual and family assessments related to child welfare, including determining the likelihood of child maltreatment, evaluating parent child attachment, evaluating overall functioning of clients, setting appropriate treatment goals, and making case management plans.

4. Demonstrate beginning mastery of intervention and treatment skills. Students will know how to intervene at a range of levels, such as individual, family, environmental, and system. They will develop beginning mastery of appropriate treatment approaches, derived from different conceptual frameworks, for example ego psychological, cognitive behavioral, trauma focused, and family systems. In using these approaches, they will know how to take into account differences based on age, class, culture, ethnicity, race, religion, physical and mental ability, sexual orientation, national origin, and gender.

5. Demonstrate beginning ability to evaluate intervention and treatment and revise interventions based upon evaluations. They will also be able to critically evaluate the effectiveness and appropriateness of specific child welfare programs and interventions for particular client populations.

4. Course Design:

This course will make use of lectures, demonstrations, discussion, media such as videotaped interviews with clients and individuals impacted by child welfare intervention, small group exercises, and role plays. This course will span two terms meeting two hours a week. Students will demonstrate their knowledge acquisition by means of videotapes and short papers about their child welfare practice.

5. Relationship of the Course to Four Curricular Themes:

* Multiculturalism and Diversity will be addressed by teaching students sensitivity, respect, and competence when working with clients where there are racial, cultural, ethnic, class, religious, gender, or nationality differences. Case examples will highlight how differences and being poor and involuntary affect the therapeutic relationship and the success of interventions.

* Social Justice and Social Change will be addressed by teaching students that children are at a fundamental disadvantage in systems that are controlled by adults. The child welfare system is not necessarily designed to first address the needs of clients, but may be constructed to be convenient for professionals. In addition, the economically disadvantaged and racial minorities are differentially responded to by the child welfare system. Hence, students will learn that an appropriate role for social workers in the child welfare system is often that of advocate.

* Promotion, Prevention, Treatment, and Rehabilitation. The full spectrum of interventions in child welfare will be taught in this course. Major emphasis will be placed on prevention of child maltreatment, through early intervention and through treating the effects of child maltreatment so that they do not repeat themselves in the next generation. Similarly, students will learn that philosophically, if not in reality, child welfare intervention aims to promote child well-being and to prevent child maltreatment.

* Behavioral and Social Science Research that relates to child welfare will be at the center of the material taught in this course. Empirically based practice will be taught, which necessarily implies reliance on social science knowledge.
6. Relationship of the Course to Social Work Ethics and Values:

Issues of values and ethics will be an inherent part of this course. Students will learn that the child welfare field requires stalwart social workers who will put issues of the child's best interest first, even though the stance may at times be unpopular. In addition ethics as they relate to mandated reporting, client confidentiality, and decisions about who the client is (child, parent, family) will be addressed.
Syllabus: Practice Seminar in Child Maltreatment: Assessment and Treatment

SW 730-001, Winter 2001

Instructors: Professor Kathleen Faller Laura Sanders
Office: 555 S. Forest 555 S. Forest
Telephone: 998-9702 998-9708
e-mail: kcfaller@umich.edu lsanders@umich.edu

This seminar was developed as part of a specialized curriculum in child welfare. It is a requirement for Child Welfare Fellows and open to other students. The course is focused on direct practice skills for working with maltreated children and their families.

This seminar meets for two or two and a half hours a week over two terms, Fall and Winter, for a total of three hours credit. It will be graded Satisfactory, Marginal, Unsatisfactory. Students wishing to take it for one term can negotiate with the instructor. Students receive a Y grade (which means the course continues beyond the end of the term) at the end of the first term and a S,M,U grade at the end of the Winter term.

The first term provides an orientation to working in the field of child maltreatment and focus on case assessment procedures. The second term covers programs used with children and families with problems of child maltreatment and treatment issues and techniques for child maltreatment. It will be taught by Laura Sanders, M.S.W., A.C.S.W. Case discussions, illustrative case examples, and experiential learning will be an integral part of the course.

COURSE REQUIREMENTS
1. Students must attend class. Time spent attending this class is greater by one third than in other courses for the number of credit hours. However, there is a compensatory decrease in reading and written work. This means attendance is crucial to understanding the content of the course. Students should make class attendance a priority. When class must be missed, the student must have a valid excuse. Three unexcused absences will automatically result in a grade of marginal.
2. Do the reading before class and be prepared to discuss it. This will not be a great burden because there will not be extensive reading. There is a coursepak and handouts and one book assigned for winter term. The book is, Trauma and Recovery, by Judith Herman, MD. There are currently 10 copies at Ulrichs.
3. During the first term, there will be no written assignment, but during the second students will complete a case-based assignment. You should let your field placements know that this will be one of your class assignments when you decide on your placement. If you take this class, it is important that you have a placement that will allow you to videotape. Those students in unusual situations in which they have no clients can negotiate with the instructor an alternative assignment.

4. The course project:
Please start planning your project early. Students tend to delay because they are fearful of videotaping their work. In fact some have been known to delay until the end of their last term. This defeats the goal of the project, which is to give you useful feedback. This year projects must be turned in, at the latest, by the end of Winter term. In extraordinary circumstances, the instructor may accept later projects but the students will then forfeit the detailed critique and feedback from the instructor.

Material covered in the course, either first or second term, should be applied to the case you choose for your course project. However, additional intervention-related knowledge can also be used. Both written case material and videotaped work with children, their parents, or families are expected. The suggested format for the written narrative is as follows:

1. case background
2. assessment findings
3. treatment issues
4. intervention strategies planned/carried out
5. results/critique of the intervention

Cases will be at different stages by the time the course project is due, and the particulars of the case should determine how much and what sort of material is presented on interventions. You may videotape either assessment or treatment material for this project. Select a portion of the tape to be reviewed. Do not expect the instructors to review hours of videotape. Rather select a fifteen minute to half hour segment to be reviewed. There is no expectation that this be perfect work. Critiques of your therapy are encouraged. Be adventuresome. Remember you are only being graded S,M,U. So far no one has U-ed this course.

Jan. 10    Session 1
Course requirements and plan for the class
Discussion of class projects from past years

Power and Control Theory: control vs. equality cycles
Beginning discussion of Eight Phases of Treatment and Attachment in the Therapeutic Relationship.

Exercise: Pain and Strength Beads

Reading: Herman, Chapters 1-3
Coursepak: Examples of course projects
Jan. 17  
Session 2  
Attachment in the Therapeutic Relationship  
Posttraumatic Stress Disorder  
Building Relationships and Creating Safety  
Repressed/Initial Disclosures  

Exercise: Pain and Strength Beads  
Reading: DSMIV, Posttraumatic Stress Disorder  
Herman, Chapters 4 and 5  
Coursepak: Berliner and Conte, "Effects of Disclosure and Intervention on Sexually Abused Children".

Jan. 24  
Session 3  
Phases of Recovery from Child Sexual Abuse and other Childhood Trauma:  
Honoring survival skills and Relieving Self-Blame  
Introduction to Expressive Disclosure  

Video: Joni  
Reading: Herman, chapters 6 and 7

Jan. 31  
Session 4  
Phases of Recovery from Child Sexual Abuse and Other Childhood Trauma:  
Expressive Phase: expression vs. containment  
Introduction to Inner Child Concepts  

Case example: "Miss Prissy", "The Hated One"  
Exercise: Experiential  

Reading: Herman, Chapters 8 and 9  
Coursepak: Sanders, "Methods to Connect with the Child Self"

Feb. 7  
Session 5  
Phases of Recovery from Child Sexual Abuse and Other Childhood Trauma:  
Continue Expressive Phases  
Continue Inner Child Concepts  

Case examples: JOC, Tim: expression though play  
Reading: Herman, Chapter 10
 Feb. 9  
Session 6
Phases of Recovery from Child Sexual Abuse and Other Childhood Trauma:
Management
Empowerment
Building support
Termination

Reading: Herman, Chapter 11

Feb. 14  
Session 7
Group Treatment
Child victims
teen victims
adult survivors
Option Center Multi-modal, multi-need program
Video: Options Center Children's Group

Readings: Coursepak: read whole section on group treatment
Sturkie, "Group Treatment with Sexually Abused Children"
McGain, McKinzey, "Efficacy of Group Treatment with Sexually Abused Girls",
Mellor and Storer, Support Groups for Children in Alternate Care: A Largely
Untapped Resource.

Feb. 21  
Session 8
Family Therapy with Abused Children
Sibling Abuse
Case examples: Lisa confronts her offender
Amy and Pat
Exercise: role play

Readings: Coursepak: Sanders, "Treatment Continuums
Faller, 1988, chapter 11 and 12
Cohen and Mannarino, "A Treatment Model for Sexually Abused Preschoolers"

Hand out: Wiehe, Vernon R., "Understanding Sibling Abuse", chapter
6,"Distinguishing Abusive Behavior from Normal Behavior", chapter 8

Week of Feb 28 is Spring Break
March 7  
Session 9  
Intensive, Home-based Services and other programs  

Reading: Whitaker, Kinney and Tracy, chapter 5  
Evaluation of Michigan Families First Program: Executive Summary  
Finding Common Ground

Mar 14  
Session 10  
Cognitive and Behavioral Interventions with Abusive Families  
Behavioral Approaches  
Solution Focuses Therapy: Adaptation to Child Maltreatment  

Video: Insoo Kim Berg  


Mar. 21  
Session 11  
Play Therapy with Abused and Neglected Children  
the combination of directive and non-directive techniques  
Case example: Jimmy  

Videos: Meghan Gill, "Essentials of Play Therapy with Abused Children"  
Readings: coursepack: MacFarlane and Waterman et al, Guidelines for Treating Young Children", Lowenstein, "The Resolution Scrapbook as an Aid in the Treatment of Traumatized Children, Rasmusen and Cunningham, "Focused Play Therapy and Non-Directive Play Therapy: Can They be Integrated?"

Mar. 28  
Session 12  
Adult Survivors of Sexual Abuse Presentation  

Reading: coursepack: continue reading articles in the section entitled: Intervention Strategies in Common Use with Maltreated Families and Cognitive/Behavioral Approaches
April 4: Session 13  
Treatment with juvenile offenders  
Models of juvenile offenders  
Use of creative interventions and group treatment  

Video: Adolescent offenders group  

Reading:  
Ryan & Lane, Integrating Theory and Method, Kahn, Selections from Pathways: A Guided Workbook for Youth Beginning Treatment

April 11 Session 14  
Offender treatment  
Why offenders sexually abuse  
Implications for treatment  

Guest speaker: possibility  

Video: Men who molest  

Reading: "A Causal Model for Explaining Child Sexual Abuse"  
Wilson, "Sexual Fantasy Questionnaire", Nelson & Jackson, Chap. 14, Hall, Chapter 17, Hildebran & Pithers, Chapter 21, Pithers & Cumming, Chapter 35

April 17 FINAL PROJECTS DUE!!