Adverse Childhood Experiences and Social Work Practice: Developmental Perspectives

HB747

Spring 2012

Dr. Sunny Shin
hshin@bu.edu
264 Bay State Road, Boston, MA - Room #243
617-353-7912
Office hours: By appointment

COURSE DESCRIPTION

This course builds on the course content of HB 720, Human Behaviors in the Social Environment, with the key goal being to integrate the theoretical frameworks presented in HB720 and apply them to understanding child maltreatment and its developmental sequelae across the life span. Students will be exposed to conceptual, theoretical, and empirical literature on the causes and consequences of different forms of child maltreatment; evidence-informed preventive and treatment interventions for victims of child maltreatment; cultural issues in the identification, assessment, and interventions to address child maltreatment; and issues unique to macro practice and policy analysis. There is a particular emphasis in this course on an ecological and developmental perspective on childhood maltreatment.
Social Work Competencies

THIS COURSE SUPPORTS THE ATTAINMENT OF ADVANCED COMPETENCY IN:

- Competency 2.1.1 Professional Identity
- Competency 2.1.2 Ethical Practice
- Competency 2.1.3 Critical Thinking
- Competency 2.1.4 Diversity in Practice
- Competency 2.1.5 Human Rights and Justice
- Competency 2.1.6 Research Based Practice
- Competency 2.1.7 Human Behavior
- Competency 2.1.8 Policy Practice
- Competency 2.1.9 Practice Contexts
- Competency 2.1.10 Engage, Assess, Intervene, Evaluate

Specific assignments in this course will assess your attainment of this competency.

Information about the specific competencies and related practice behaviors addressed in this course and your other MSW courses can be found at http://www.bu.edu/ssw/students/current/competency-map/.

COURSE OBJECTIVES

1. Understand the historical and social contexts of child maltreatment
2. Demonstrate awareness of the complex nature of child maltreatment through examination of personal beliefs and values about child maltreatment, and ethical dilemmas and their impact on practice, policy, service, and clients
3. Demonstrate understanding, affirmation, and respect for cultural differences and other issues of diversity related to child maltreatment
4. Learn about theoretical approaches examining antecedents of and developmental consequences of childhood maltreatment
5. Apply varied theoretical approaches in assessing child maltreatment and intervening with victims of childhood maltreatment.
By the end of the course, students will be able to:

1. Define the terms of different forms of child maltreatment including physical, sexual, psychological abuse, and neglect
2. Explain social work values, ethics, and historical traditions related to child maltreatment
3. Demonstrate an understanding of a theoretical framework of knowledge, values, and methods of interventions to work with victims of child maltreatment
4. Demonstrate an ability to critically examine the effects of child maltreatment on varied developmental outcomes and apply them to social work practice
5. Recognize the relationship between social policy decision and social work practices with victims of child maltreatment

TEXT & READINGS

Required:

Recommended:
Myers, J. E. B., & Greenbaum, J. *The APSAC handbook on child maltreatment*: Sage Publications, Inc.

Readings: All required and recommended readings are available online through Mugar Library, and a hard copy will be available in the library resource room at each of the Off-Campus sites.

Go to: library.bu.edu

- Click on “Course Reserves”
- Enter ssw hb747 and click on “Search”
- Click on the title link
  - To search for a reading by author, click on “Author” to alphabetize all the readings by last name
- Enter the password – ssw (in lower case) – and click on “Submit”
- If you wish to save a copy of the article, click on the small disk image (Save a Copy) on the command bar directly above the article and save it to your hard drive or to a disk/CD/flash drive. It is often helpful to create folders on your personal computer to organize your course readings, e.g., “HB747 Readings.” Creating folders will allow you to save articles in one location so that you can read or print them at a later date.
## COURSE SUMMARY

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<td>1/24/12</td>
<td>Conceptual Frameworks in Understanding Child Maltreatment: Ecological and Developmental Perspectives</td>
<td>Reaction Paper</td>
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<td>1/31/12</td>
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<td>11</td>
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<td>5/8/12</td>
<td>Group Presentation II, Summary &amp; Evaluation</td>
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No classes: 2/21, 3/13, 4/17
COURSE OUTLINE

Session 1. Introduction & Course Overview

Required:

Recommended:

Session 2. Conceptual Frameworks in Understanding Child Maltreatment: Ecological and Developmental Perspectives

Required:


Recommended:


Session 3. Historical, Social, & Cultural Contexts of Child Maltreatment

Required:
Miller-Perrin & Perrin, Chapter 1, pp. 1-16; Chapter 9, pp. 305-321


**Session 4. Definitional & Assessment Issues in Child Maltreatment**

**Required:**
Miller-Perrin & Perrin, Chapter 1, 16-23.


**Recommended:**

**Session 5. Child Physical Abuse**

**Required:**
Miller-Perrin & Perrin, Chapter 3


**Recommended:**


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**Session 6. Child Sexual Abuse**

**Required:**
Miller-Perrin & Perrin, Chapter 4


**Recommended:**

Session 7. Child Neglect & Other Forms of Child Maltreatment

**Required:**
Miller-Perrin & Perrin, Chapter 5, 6, 7.


Session 8. Child Maltreatment & Developmental Outcomes I

**Required:**


**Recommended:**

### Session 9. Child Maltreatment & Developmental Outcomes II

**Required:**


### Session 10. Child Maltreatment & Substance Abuse I

**Required:**


**Session 11. Child Maltreatment & Substance Abuse II**

**Required:**


**Recommended:**


**Session 12. Prevention & Service Delivery**

**Required:**


**Session 13. Project Presentation I**

**Required:**

None.

**Session 14. Project Presentation II, Summary, & Evaluation**

**Required:**

None.
ASSIGNMENTS

You will complete four written assignments for HB747. Students are expected to utilize both course readings and additional peer-reviewed professional journal articles and scholarly texts for these assignments. LIMITED use of website information is permissible.

GRADE CALCULATION

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<th>Assignment</th>
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<tr>
<td>Reaction Paper</td>
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<td>Discussion leader</td>
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<td>Critical Review Paper</td>
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<td>Group Presentation</td>
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<tr>
<td>Final Paper</td>
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<tr>
<td>Class Participation/Attendance</td>
<td>10%</td>
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<td>TOTAL</td>
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Assignment 1: Reaction Paper (1 page)

Read and critique the following article. The critique should include a statement of the strengths (what the author did well, and why it is important for social work practice), and weaknesses (what they did not do well or what they failed to do).


The overall purpose of this assignment is to demonstrate your ability to understand and critique an empirical study and to communicate your ideas effectively in writing. This assignment is designed to support the attainment of competence in critical thinking (SWC 2.1.3). No grade will be given for this assignment, but it will count toward your class participation grade.

Assignment 3: Critical Review Paper (3 pages)

This assignment requires you to choose two articles from different class sessions and write a critical reading review. The critique should include a statement of the strengths (what the author did well, and why it is important for social work practice), and weaknesses (what they did not do well or what they failed to do). This assignment provides the opportunity to demonstrate your knowledge, values, and skills in critical thinking (SWC 2.1.3) and the application of human behavior theory to understanding the inter-relatedness of people and their environments (SWC 2.1.7).

The articles that count toward this assignment must be empirical in nature (rather than conceptual or theoretical only). Highlighted articles on the syllabus are considered empirical. The critical reading reviews are due at the beginning of the class session in which the reading will be discussed. If you miss this deadline you must choose a different week on which to base your critical review.
This paper should be no more than 3 pages maximum, double spaces, 12 point-font, and standard margins. In each, you will summarize (no more than 1 page), and critique (no more than 2 pages) the substantive information in the reading.

**Assignment 2. Discussion Leader(s)**
This assignment is intended to support students' attainment of competence in critical thinking (SWC 2.1.3) and the application of human behavior theory to understanding the inter-relatedness of people and their environments (SWC 2.1.7). This assignment will help students integrate the reading materials with experiential learning and class discussions. As students prepare class discussion on their selected topic(s) in the context of the assigned readings, they will be challenged to “test out” those theories and/or findings from an empirical study to see if they make sense in work with individual, family or group. Students will be also able to explore and consider how other people have similar or different opinions regarding the subject matters.

**Preparing Class Discussion**

1. Each class member will sign up for a session between Week 2 – Week 12.

2. Read book chapters or articles which are assigned to the selected week.

3. Select particular issues of interest to you from the readings.

4. Consider questions you might ask of your classmates. **Develop at least three discussion points/questions related to the particular issues.** In selecting these discussion points/questions, please make sure that they are relevant to social work practice with individuals, groups, families, and communities. **Briefly describe your rationales for choosing these issues.** (no more than 2 pages)

5. Post your discussion points/questions on the Blackboard as an attachment file by Saturday of each week.

6. **All students** are required to read the discussion points/questions and **bring a copy to the class.**

**Content of Class Discussion Points/Questions**

In your attachment file, you should:

1. **Briefly** summarize selected issues: information about the presenting issues or central concerns, context and rationales for choosing the issues, relevant practice experience

2. Present at least three discussion points/questions.
Grading Criteria

Grades for the discussion will be determined based upon the quality of the content, quality of the materials made available to the class, and quality of the discussion itself.

Assignment 4: Group Presentation & “Individual” Final Paper

This assignment is designed to give the student an opportunity to conduct further research on a critical child maltreatment issue and apply the learning. In this assignment, students demonstrate their competency in critical thinking (SWC 2.1.3), applying human behavior theory to understand the inter-relatedness of people and their environments (SWC 2.1.7), and using research evidence to inform social work practice (SWC 2.1.6). The primary purpose of this exercise is to familiarize students with current issues and practice regarding child maltreatment. The secondary purpose of the exercise is to provide students an opportunity to express opinions/ facts regarding child maltreatment issues in both oral presentation and writing.

Working in a small group, student will identify a child maltreatment issue, present relevance of child maltreatment and developmental theories to the issue, and provide current prevention or intervention models that address the issue.

Picking the Group Topic

In the first class, students will be placed into a group of 4 or 5, each focused on a different topic. Each group will be responsible for selecting a topic on child maltreatment that will frame its work for the presentation and final paper. A representative from each group should email the instructors no later than January 30th with a proposed topic, which will be subject to approval.

Assignment Guidelines

1. Your group presentation and final paper must:
   a) Describe the topic area—i.e., recent trends, demographic statistics, and epidemiological data, if available—and state why this topic is important;
   b) Explain why you choose the topic and demonstrate significance of the topic. You are strongly encouraged to include relevant field or professional work experience (see description below)
   c) Apply a developmental perspective and make a clear link to human behavior theory for the particular life stage being addressed;
   d) Summarize current scholarship from peer-reviewed journals and scholarly texts;
   e) Describe limitations in current scholarship and gaps in knowledge;
   f) Outline implications for social work practice—macro, clinical, or both

2. The number of references for this paper is unlimited. That is, you need to have a sufficient number to substantiate the claims you make in your paper and demonstrate that you have a command of the literature. An estimated range of references for this assignment is 15 to 25.
Field or professional work experience can be any direct engagement with clients or stakeholders that is relevant to the specific topic described in your paper. It may be clinical or macro in focus, e.g., individual work with a client, group work, community organizing, legislative efforts. If you do not have any relevant field or professional work experience from which to draw on, you will need to: (a) talk with a person who has first-hand experience with your selected topic, e.g., an individual from the population you described in your paper, program director, practitioner, or community advocate; or (b) read a first-person account written by an individual who is part of the population you discussed in your paper.

Individual Paper Format: 8 pages, double-spaced, 12-point font, standard margins, APA style.

Group Presentation Format: 20 minute presentation and 10 minute question/discussion. Electronic presentation (e.g., PowerPoint) required. Copy of presentation handouts required.

Grading: Group presentation and individual final paper are worth 20% and 40% of your course grade, respectively.

COURSE POLICIES

Attendance:
Students are expected to attend all class sessions and to inform the instructor in advance of any absences. Failure to attend class sessions is likely to have a negative effect on your course grade.

Academic honesty:
Papers and presentations in the School of Social Work must meet standards of academic honesty and integrity, avoiding any possibility of plagiarism or other forms of academic misconduct. For specific information about the BUSSW policy regarding academic misconduct, see Student Handbook: Ways & Means (http://www.bu.edu/ssw/current/stud_hb/index.shtml).

Writing style and references:

Students with disabilities:
If you have a disability and want to request reasonable accommodation, the University requires that you consult with Boston University’s Office of Disability Services for information regarding this process (http://www.bu.edu/disability/).
**Academic writing assistance:**
If you would like academic writing assistance, information can be found at [http://www.bu.edu/ssw/current/academic/assistance/index.shtml](http://www.bu.edu/ssw/current/academic/assistance/index.shtml) or contact the BUSSW Office of Student Services.

**Electronic devices in the classroom:**
Computers may be used to support the learning activities in the classroom, with permission of your instructor. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are “on call” and have cleared this with the instructor prior to class. Under such circumstances, please put your phone on vibrate, sit close to a door, and step out of the room to take the call.

**Religious holidays:**
The school, in scheduling classes on religious holiday, intends that students observing those holidays be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for canceled classes to be reschedule.