HUSR 430

Child Abuse and the Human Services

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| **Standard**  | **How course meets standards** |
| **CSHSE Standard 11.1.c.** Historical and current legislation  affecting services delivery.**CSHSE Standard 11.1.e.** The difference between systems of  governance and economics.**CSHSE Standard 11.1.f.** Exposure to a spectrum of political  ideologies .**CSHSE Standard 11.1.g.** Skills to analyze and interpret  historical data for application in  advocacy and social change.  | Through assigned readings and lectures, this course examines the historical view of child maltreatment and the role of claims makers and others in bringing to light the issue of child maltreatment. Discussions and readings also focus on relevant policies, laws, and other macro-system influences. Writing assignments include assessment of historical perspectives as they relate to advocacy work and social change. Exams cover this material as well. |
| **CSHSE Standard 12.a.** Theories of human development.**CSHSE Standard 12.b. (3)** Group facilitation skills.**CSHSE Standard 12.c.** Channing family structures and roles.**CSHSE Standard 12.e.** An understanding of the capacities, limitations, and resiliency of human systems.**CSHSE Standard 12.f**Emphasis on context and the role of diversity**CSHSE Standard 12.h.** Process to analyze, interpret, and effect  policies and laws. | Through readings and discussions, this course highlights major theoretical perspectives on the issue of child maltreatment as well as the role of culture, broadly defined, in understanding abuse and neglect. Further the socio-ecological model of development is addressed in class and students engage in writing assignments and group discussion to reflect on the multiple systems associated with this topic. Through this lens, students engage in discussions on the complex nature of laws and policies. Guest speakers address advocacy work in the community and students write reflection papers on these presentations, making connections to relevant concepts, laws, and policies. Exams cover this material as well. |
| **CSHSE Standard 13.a.** The range and characteristics of human services delivery systems and organizations. **CSHSE Standard 13.b.** The range of populations served and needs addressed by human services professionals. **CSHSE Standard 13.d.** Economic and social class systems  including causes of poverty.**CSHSE Standard 13.e.** Political and ideological aspects of  human services.**CSHSE Standard 13.f.** International and global influences on  human services delivery.**CSHSE Standard 13.g.** Skills to effect and influence social policy. | Through class discussions, assigned readings, and guest speakers, students learn about community agencies, services delivering to diverse communities and the macro issues, including political and ideological issues, that affect individual communities. Paper assignments focus on application of material presented to specific issues within the human services field as does exams. |
| **CSHSE Standard 14.a.** Obtaining information through  interviewing, active listening,  consultation with others, library or  other research, and the observation of  clients and systems.**CSHSE Standard 14.b.** Recording, organizing, and assessing  the relevance, adequacy, accuracy, and validity of information provided by others. **CSHSE Standard 14.c.** Compiling, synthesizing, and  categorizing information.**CSHSE Standard 14.d.** Disseminating routine and critical  information to clients, colleagues, or  other members of the related system. **CSHSE Standard 14.d. (2)** Provided in a timely manner.**CSHSE Standard 14.e.** Applying maintenance of client  confidentiality and appropriately using client data.**CSHSE Standard 14.f** Using technology for word processing,  sending email, and locating and  evaluating information**CSHSE Standard 14.g.** Performing an elementary community- based needs assessment. **CSHSE Standard 14.i.** Utilizing research and other  information for community education and public relations.  | In-class discussions focus on the sources of data related to child maltreatment as well as their strengths and weaknesses. Students review state laws on child maltreatment and compare and contrast those with other operationalizations of maltreatment guidelines. Students write reflection papers on documentaries related to child maltreatment issues, summarizing key theories and concepts and applying this information to the human services field. In small groups, students review a topical issues related to child maltreatment, conduct a mini-review of the topic, drawing from empirical articles as well as popular press pieces, and then present this to the class. . Students use databases to search for relevant material for their group projects. Throughout the course, client, and student, confidentiality is emphasized as well as discussion of what information can and cannot be shared  |
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| **CSHSE Standard 15.a.** Analysis and assessment of the needs of clients or client groups**CSHSE Standard 15.b.** Development of goals, design, and  implementation of a plan of  action.**CSHSE Standard 15.c.** Evaluation of the outcomes of the plan  and the impact on the client or client  group.**CSHSE Standard 15.d.** Program design. | Case studies are presented and discussion of the presenting issues, resources, and deficits are addressed in class. Discussion of appropriate services are highlighted and a review of evidenced-based practices are conducted in class. Lectures and assigned readings highlight treatment approaches and students discuss the merits of each approach, drawing from a program evaluation assessment stance. |
| **CSHSE Standard 16.a.** Theory and knowledge bases of  prevention, intervention, and  maintenance strategies to achieve  maximum autonomy and functioning**CSHSE Standard 16.b.**Skills to facilitate appropriate direct services and interventions related to  specific client or client group goals. **CSHSE Standard 16.c. (6)** Use of consultation. | As noted above, case studies are presented and discussion of the presenting issues, resources, and deficits are addressed in class. Discussion of appropriate services are highlighted and a review of evidenced-based practices are conducted in class. Lecture and assigned readings highlight treatment approaches and students discuss the merits of each approach. Exams cover this material as well.  |
| **CSHSE Standard 17. b.** Dealing effectively with conflict. | Throughout the course, a discussion of biases, beliefs and cultural norms are reviewed. Assigned readings and guest speakers highlight the needs of the client rather than imposing one’s own beliefs on them. Strategies are highlighted through group work.  |
| **CSHSE Standard 18.a.** Managing organizations through  leadership and strategic planning. **CSHSE Standard 18.b.** Supervision and human resource  Management. **CSHSE Standard 18.c.** Planning and evaluating programs,  services, and operations.**CSHSE Standard 18.f.** Legal and regulatory issues and risk  Management.**CSHSE Standard 18.i.** Constituency building and other  advocacy techniques. | Assigned readings, discussions, and guest presentations focus on macro influences affecting community agencies and services. Guest speakers and documentaries discuss processes within agencies, highlighting optimal working relationships.  |
| **CSHSE Standard 19.a.** The least intrusive intervention in the least restrictive environment **CSHSE Standard 19.c.** Confidentiality of information**CSHSE Standard 19.d.** The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.**CSHSE Standard 19. e.** Belief that individuals, service systems, and society can change**CSHSE Standard 19.f.** Interdisciplinary team approaches to problem solving **CSHSE Standard 19.g.** Appropriate professional boundaries. | Case studies and documentaries are presented to facilitate class discussion on the best practices working with human service clients in the context of child maltreatment. A focus on clients’ strengths are included with an evaluation of the different treatment approaches that take into account the individual, community, and culture. Guest speakers and assigned readings address issues related to professional boundaries, confidentiality issues, diversity issues, and the role of human services in initiating and supporting change, drawing from multiple disciplines that include medical professionals, legal professionals, and others.  |
| **CSHSE Standard 20. a.** Conscious use of self.**CSHSE Standard 20.b.** Clarification of personal and professional values. **CSHSE Standard 20.d.** Strategies for self-care**CSHSE Standard 20. e.** Reflection of professional self. | Throughout the course, a discussion of one’s biases and beliefs are reviewed in class. Assigned readings and guest speakers highlight the separation of personal and professional values in the human services field as well as the importance of practicing self-care. |