

**SEMINAR ON CHILD ABUSE AND NEGLECT
REHB 584**

Friday, August 8, 2014 through Friday, August 15, 2014, 9 am to 4 pm
Wednesdays, August 20, 2014 through December 3, 2014, 10:00 am to 11:30 am
All course requirements must be met by December 12, 2014

**FALL 2014
Northwest Annex, A Wing, Room 132**

Instructor Information

Instructor: Amanda Speith, MSW, Field Supervisor
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Co-Instructor: Dr. Jonathan C. Baker
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COURSE TEXT AND MATERIALS

Required:

All required articles and chapters will be available in the Project 12-Ways manuals or through additional handouts. Materials may also be posted via Desire to Learn (D2L).

Bring the manuals and any other relevant material we provide to every lecture. We will refer to them frequently.

Introduction

This seminar is intended to provide you with both academic and practical experience with the problem of child abuse and neglect. A variety of classroom and laboratory experiences are planned that will support and blend with the work that you will perform in connection with Project 12-Ways.

You will become familiar with:

- Historical, and continually evolving, perspectives of child maltreatment;
- Incidence and prevalence of child maltreatment;
- Physical and behavioral indications of child maltreatment;
- "Theories" of child maltreatment;
- Policies, roles, and responsibilities of the state (e.g., courts, child welfare agencies) in responding to accusations of child maltreatment and in intervening in the affairs of the family;
- Obligations (and limits to those obligations) you have in reporting child maltreatment;
- Various approaches (and their supporting research) to the assessment and intervention in child maltreatment.

The seminar spans the entire semester but is comprised of two distinct phases. The first phase is August 8-15 and will involve daily meetings and practical exercises pertinent to some aspect of child maltreatment. During this period, the seminar will meet each day from 9:00 am -12:00 pm for the morning session and/or 1:00 pm - 4:00 pm for the afternoon session. This period of the class will meet in the Northwest Annex A Wing, Room 132.

The second phase spans the remainder of the semester and will involve weekly, laboratory-like experiences to address practical aspects of assessment or intervention, and field experiences requiring your application of the principles and skills introduced during class or laboratory meetings. The remainder of the class will meet once a week during the Fall semester on Wednesday mornings from 8:30am – 11:30am (the first 90-minutes is a mandatory training for all Project staff and the last 90-minutes is REHB 584).

What follows is the tentative schedule of activities associated with the seminar, reading assignments, contents of your reading packet, etc. Modifications in any aspect of the schedule or assignments may be made as the semester progresses.

COURSE GRADES

Your course grade will be based on your performance during the competency-based and performance-based components of the course. For the competency-based portion of the class, there will be quizzes over material covered. Quizzes can occur at any point during the semester. A score of 90% is considered passing. Any score lower than a 90% will result in the student having ONE chance to make up the quiz. Students will be provided with the quiz and will be allowed to make changes using the reading material. Revised quizzes are due by 9:00 am the day following when a quiz is returned. That is, if a quiz is taken on Monday and a student does not obtain a 90%, the student must revise and resubmit the quiz by 9:00 am on Tuesday. Failure to turn in a completed quiz or failure to obtain a 90% on the completed quiz will result in the student NOT receiving the sign off for the quiz (refer to your GA contract for the ramifications of not being signed off on the training materials provided in this course).

Quizzes cannot be made up or rescheduled after the quiz has been administered. They occur only once. There will be no circumstance under which a quiz can be made up. We are serious about this – no doctor's note, coroner's note, coach's note, mother's note, or divine being's note will result in a rescheduling of the quiz. Simply put, you signed up for a class that meets each morning at 9 am. BE THERE. If you are not there, you score a 0. DO NOT EMAIL US TO ASK IF YOU CAN RETAKE THE QUIZ. We will not respond to such emails.

For the performance-based portion of the course, students will be required to demonstrate the skills they have learned. These demonstrations may occur in class or in the field, as noted on the syllabus and during the specific component. For example, HAPI must be demonstrated in at least one CLIENT HOME and one STAFF HOME, whereas conflict resolution can be demonstrated either during role-play or with an actual client. See the specific grading components (starting on page 7 of the syllabus) for where each skill must be demonstrated.

How to Pass: Students who obtain the required scores on all quizzes and are signed off at the required accuracy (as noted in the specific sections, starting on page 7 of the syllabus) on all components BY DECEMBER 12, 2014 at 12 pm (i.e., noon) will receive an A in the course.

How NOT to Pass: Any student who does not obtain the required scores on all quizzes and/OR is not signed off at the required accuracy (as noted in the specific sections, starting on page 7 of the syllabus) BY DECEMBER 12, 2014 at 12 pm (i.e., noon) will receive a grade of B or lower, depending on how many components are completed.

Points break down:

- B = Completely signed off on all quizzes and all but 1 OR 2 performance based-components***
C = Failure to be completely signed off on all quizzes (regardless of performance based components) or signed off on all quizzes and all but 3 OR 4 performance-based components*
D = Failure to be completely signed off on all quizzes and not signed off on 3 OR 4 performance-based components*
F = Failure to be completely signed off on all quizzes and not signed off on 5 or more performance-based components*

***Note:** Almost all skills include more than ONE component. For example, the CLEAN must be signed off in TWO homes, each of which is a component. So, if you were signed off in one home, but not two, you would receive a B if you have obtained the necessary score on all quizzes.

Points cannot be earned by doing alternative or extra activities.

Incompletes

Please review the university's policy on incompletes. In particular, keep in mind that an incomplete can ONLY be given if more than HALF of the semester has gone by and the student is PASSING. In keeping with the University's policy, I will NOT give an incomplete as a substitute for a failing grade – the failing grade stands. Additionally, I will not provide an incomplete prior to the final drop date.

However, if an extended illness or injury prevents you from completing the class, do let me know about it. Depending upon the number of classes and exams that you missed, and your attendance and performance on the exams you took before the problem arose, I may be willing to give you an incomplete for the course.

Students with Disabilities

The instructor is committed to equal opportunity in education for all students, including those with documented disabilities. It is the responsibility of students with documented disabilities to contact the instructor during the first week of class to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. Documentation is to be provided and accommodations are to be arranged with Disability Support Services. If you have a documented disability and need reasonable accommodations, please contact us during the first week of classes so that we can ensure that your needs are met in a timely manner.

Religious Observances

We are dedicated to maintaining the rights of students to observe religious holidays. If you need to miss a class to observe a religious holiday, we request that you contact us a week in advance to discuss any arrangements.

Classroom Etiquette

It is our goal to provide everyone an opportunity to succeed in this course. Therefore, we will make every effort to create an environment conducive to learning. We will be respectful of you and your opinions. We also expect that you be courteous and respectful to us and to others in the class. Please do not create unnecessary distractions in class, such as leaving your seat unnecessarily, using a mobile electronic device, surfing the internet, or talking with others during lectures. If you do so, you will be asked to leave the class. If you need to leave the class early, please sit near the door so you can leave with minimal disruptions to those around you.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT website at www.bert.siu.edu, Department of Public Safety website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Note: We reserve the right to modify this syllabus during the semester.

Phase I: August 8-15

FRIDAY: AUGUST 8, 2014

	Readings
Topic	
Morning	
Introduction to Project 12-Ways: History of Project 12-Ways/ History of Child Abuse and Neglect	Acts of Omission: An Overview of Child Neglect
Afternoon	
Project 12-Ways: An Overview	Mandated Reporter Manual: Abused & Neglected Child Reporting Act
<ul style="list-style-type: none"> • Child Abuse/Neglect: Incidence, prevalence of child abuse/neglect • Causes, correlates and indications of child abuse/neglect • Reporting child abuse/neglect 	Miller-Perrin: Child Maltreatment: Ch. 2, Ch. 3, Ch. 4, Ch. 5, and Ch. 6

MONDAY: AUGUST 11, 2014

	Readings
Topic	
Morning	
Life in Family Environment (LIFE): SARA, SOFI, STARR	CVFT Part 3: LIFE (pp. iv – 55) and Appendix A and N-S CVFT Part 3: GAPS section (pp. 65 - 74)
Afternoon	
Life in Family Environment (LIFE): Cont.	Mattaini: Practice Process with Families Mattaini: Intervening in Child Maltreatment Miltenberger & Crosland: Parenting Greene & Kilili: How Good Does a Parent Have to Be?

TUESDAY: AUGUST 12, 2014

	Readings
Topic	
Morning	
Life in Family Environment (LIFE): Practice Scoring SOFI	Bring CVFT Part 3 to class
Afternoon	
Introduction to the Information Management System (IMS)	CVFT Part 1: Clinical History & Referral Management System - IMS (Pages ii-49)

WEDNESDAY: AUGUST 13, 2014

Topic	Readings
<p>Morning</p> <p>Case Management</p>	<p>CVFT Part 1: pp. 44-49, pp. 69-75, & pp. 76-82</p> <p>Myers: Overview of the American Legal System Child Welfare in Illinois</p>
<p>Afternoon</p> <p>Introduction to Systematic Agenda Planning Intervention (SAPI)</p>	<p>Myers: The Reporting Laws.</p> <p>CVFT Part 1: SAPI section pp. 50-67</p>

THURSDAY: AUGUST 14, 2014

Topic	Readings
<p>Morning</p> <p>Rehabilitation Institute/Behavior Analysis & Therapy Orientation (9:00am – 12:00pm)</p>	
<p>Afternoon</p> <p>SAPI Role-Plays</p>	

FRIDAY: AUGUST 15, 2014

Topic	Readings
<p>Morning</p> <p>Environmental Neglect of Children: The Research Supporting Two Approaches to Assessment and Treatment</p>	<p>CVFT Part 2: Basic Safety and Sanitation</p> <p>Perzcel: Assessment and modification of home cleanliness among families adjudicated for child neglect.</p> <p>Tertinger: Home safety.</p>
<p>Afternoon</p> <p>Practice administering the home cleanliness (CLEAN) and home safety (HAPI) protocols</p> <p>Team Leader Introductions/Team Assignments/Case Assignments</p>	

The following criteria have been established for course completion and for continued employment. All areas must be completed before you receive a grade for this class or an assistantship in the second semester. Use the following sheets to keep track of your progress.

DCFS MANDATED REPORTER QUIZ: Complete online tutorial and turn in certificate of completion.

Date	Quiz Completed	Supervisor Signature

***HOME CLEANLINESS (CLEAN):** 80% reliability in two different homes. At least one home must be a client's. Reliability must be met for at least 2 rooms in each home that is assessed.

Client Name (First 3 Letters only)	Date	% Reliability	Co-Staff Initials	Supervisor Signature

HOME CLEANLINESS (CLEAN) QUIZ: Complete quiz with at least 95% accuracy.

Date	Quiz Completed	Supervisor Signature

***HOME SAFETY (HAPI):** 80% reliability in two different homes. At least one home must be a client's. Reliability must be met for at least 2 rooms in each home that is assessed.

Client Name (First 3 Letters only)	Date	% Reliability	Co-Staff Initials	Supervisor Signature

HOME SAFETY (HAPI) QUIZ: Complete quiz with at least 95% accuracy.

Date	Quiz Completed	Supervisor Signature

PARENT-CHILD INTERACTION (SOFI): 80% reliability on each behavior category (Exceptions: a) 70% reliability on behaviors that occur less than 10% of intervals; or b) 1 less than perfect reliability) for 2 *in situ* observations for at least one adult and one child present during observations.

Client Name (First 3 Letters only)	Date	Reliability Criteria Met	Co-Staff Initials	Supervisor Signature

PARENT-CHILD INTERACTION (SOFI) QUIZ: Complete quiz with at least 90% accuracy.

Date	Quiz Completed	Supervisor Signature

DAILY ROUTINES: 80% reliability on two *in situ* observations across two different families.

Client Name (First 3 Letters only)	Date	% Reliability	Co-Staff Initials	Supervisor Signature

GAPS: 100% reliability on three consecutive *in situ* observations across two sessions.

Client Name (First 3 Letters only)	Date	% Reliability	Co-Staff Initials	Supervisor Signature

PROBLEM SOLVING

RELIABILITY: 80% reliability on two role-plays or *in situ* observations of a client performing the skill.

Client Name (First 3 Letters only)	Date	% Reliability	Co-Staff Initials	Supervisor Signature

DEMONSTRATION: 100% on two separate occasions when a supervisor observes you performing the skill.

Date	% Correct	Supervisor Signature

TRAINING: 100% on two role-plays in which you introduce training to a client.

Date	% Correct	Supervisor Signature

CONFLICT RESOLUTION

RELIABILITY: 80% reliability on two role-plays or *in situ* observations of a client performing the skill.

Client Name (First 3 Letters only)	Date	% Reliability	Co-Staff Initials	Supervisor Signature

DEMONSTRATION: 100% on two separate occasions when a supervisor observes you performing the skill.

Date	% Correct	Supervisor Signature

TRAINING: 100% on two role-plays in which you introduce training to a client.

Date	% Correct	Supervisor Signature

ASSERTIVENESS

RELIABILITY: 80% reliability on two role-plays or *in situ* observations of a client performing the skill.

Client Name (First 3 Letters only)	Date	% Reliability	Co-Staff Initials	Supervisor Signature

DEMONSTRATION: 100% on two separate occasions when a supervisor observes you performing the skill.

Date	% Correct	Supervisor Signature

TRAINING: 100% on two role-plays in which you introduce training to a client.

Date	% Correct	Supervisor Signature

STAFF EVALUATION (SAPI): 100% completion on one *in situ* observation with a family identified by the Clinical Supervisor.

Client Name (First 3 Letters only)	Date	% Complete	Co-Staff Initials	Supervisor Signature

***SATS:** A minimum score of 3 in all categories for one *in situ* observation.

Client Name (First 3 Letters only)	Date	Score	Co-Staff Initials	Supervisor Signature

OPENING PAPERWORK DEMONSTRATION: 100% completion on one role-play with a Clinical Supervisor before conducting an *in situ* opening session with a client.

Client Name (First 3 Letters only)	Date	% Complete	Supervisor Signature

TIME SHEETS: 100% completion for two consecutive *in situ* applications.

Week	% Complete	Supervisor Signature

Any other requirements discussed in class or staffings.

*Over the course of the semester, the supervisors will determine if there is an opportunity to be evaluated on these components in the field. If the supervisors determine that an opportunity did not present on a specific component, students will be allowed an extra semester to complete the component (i.e., students will receive a grade of INC for the fall semester and the grade will be entered at the end of the spring semester). Keep in mind that this is only if the supervisor determines that an opportunity did not present. For example, if the supervisor schedules an opportunity for in field evaluation (even if that opportunity requires putting in additional hours beyond the required hours) and the **student** does not attend the session for any reason, an opportunity was presented and this would not apply - that student would be evaluated based on the opportunity presented.

It is the student's responsibility to schedule and sign-up for all role-plays. Students will not be able to be signed off in the field until the role-play component of the criteria is completed. The sooner a student signs up to perform the role-play, the sooner they can complete the sign off. All students are expected to sign up and be prepared to role-play within two weeks of the class in which the component was introduced and demonstrated. Failure to sign up in a timely manner may make it difficult to get signed off and **will** negatively impact your grade in the course and overall GPA. Students will be provided with a list of times that are available. **There will be a limited number of time slots available each week. Priority will be given to students who are signing up within the two-week window.**