I. COURSE DOMAIN AND BOUNDARIES
The purpose of this course is for students to develop an understanding of transdisciplinary perspectives and apply systematic problem solving approaches to the prevention of child maltreatment. We will consider both primary prevention as well as prevention of recurring maltreatment. Answers to complex questions about child maltreatment requires a transdisciplinary problem-solving approach with public health, social work, and medical practitioners analyzing perspectives from diverse fields, and coming together to integrate knowledge across these disciplines. Application of this learning through a systematic problem solving process will lead to improved prevention strategies to this complex social problem.

IIA. PUBLIC HEALTH CORE COMPETENCIES AND PRACTICE BEHAVIORS

Transdisciplinary Problem Solving
- Develop and apply processes that integrate and promote transdisciplinary perspectives, contributions, and collaboration.
- Define problems in a transdisciplinary way and develop shared conceptual frameworks from discipline specific theories and models.
- Apply transdisciplinary solutions to public health problem using appropriate analytical tools drawn from public health or other disciplines.
- Explain how genetics and genomics and affect disease processes and their role in public health policy and practice.

Evidence-Based Public Health
- Recognize effective methods for translating evidence-based interventions in practice and policy settings.

Epidemiology
- Apply the basic terminology and definitions of epidemiology, and identify key sources of data for epidemiologic purposes.
- Identify the principles and limitations of public health screening programs.
• Explain the importance of epidemiological data for informing scientific, ethical, economic, and political discussion of health issues.
• Evaluate the strengths and limitations of epidemiologic reports.
• Describe the purpose, types, and methods of surveillance systems.

Social and Behavioral Sciences
• Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health practice and research.
• Analyze determinants of health and disease using an ecological framework.
• Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

Communication and Informatics
• Understand how public health information infrastructure collects, processes, maintains, and disseminates data.

Program Planning
• Use the evidence-base to develop and explain planning models and participatory approaches applied in the design of public health programs.
• Develop and articulate the necessary components of a strategy to implement a public health program including: target population; catchment area; organizational capacities; activities; partners and stakeholders; and work plan.

Leadership, Professionalism, and Ethics
• Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.
• Demonstrate team building, negotiation, and conflict management skills.

Diversity, Culture, and Health Disparities
• Apply social justice and human rights principles when addressing public health needs.
• Understand the impact of contexts such as gender, race, poverty, history, migration, and culture in public health policy and practice.

II B. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review
and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.
IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkenndey@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.
V. REQUIRED READINGS

The class includes required and recommended readings derived from the scientific and field literature. We do use one text in this course but all other readings are available electronically via blackboard. Chapters are drawn from a book by the instructors and used to illustrate various points about forms of maltreatment, context and response: Jonson-Reid & Drake (2018) After the Cradle Falls: What Child Abuse Is, How We Respond to it and What You Can Do About It. Oxford University Press [ISBN 978-0-19-065302-6]. This is available from the campus bookstore and Amazon.com.

There will be a heavy emphasis on non-traditional readings and electronic sources including annual reports from federal and state agencies, state policy briefs and interactive databases or search engines—particularly in the completion of assignments.

VI. ORGANIZATION OF THE COURSE

Course content will be covered through didactic presentations, a seminar approach, thorough class discussion of readings and group exercises and presentations. Guest speakers are included in some weeks to enhance the transdisciplinary perspective and provide insight into real world application of prevention, and intervention approaches. Beginning Week 6 or 7 some class time will be provided for groups to meet and be able to consult with the instructors regarding progress.

VII. ROLE OF FACULTY AND STUDENTS

Students are expected to complete assigned readings prior to class (unless otherwise noted), attend regularly and participate actively in discussion and exercises. Professors will be available both during the lecture/discussion, during the group meeting times and by appointment outside class hours.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Students will work independently and in groups to integrate transdisciplinary perspectives into a richer understanding of child maltreatment. The individual assignments are designed to help students be familiar with and be able to critique information about current policy and evidence-based practices. In the group projects, students will propose new solutions to existing real world issues which draw upon the contributions of a range of appropriate disciplines.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>84-87</td>
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<td>70-73</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

Students will complete the following required assignments:

**Individual Components (50%):**

- Two problem solving briefs: 20% each = 40%
- Weekly reading summary/questions = 5%
**Group Component of Grade (50%)**
- Team problem solving paper = 30%
- Team presentation of project = 20%
- Evaluation of project learning = 5% (full credit given if turned in)

**Problem Solving Brief #1: Epidemiology of Child Maltreatment and Policy.** Understanding the incidence and prevalence of a public health issue requires clear operationalization of that issue, but child abuse and neglect is not a disease like cancer. For example, breast cancer has common diagnostic categories so that any physician or public health or social-behavioral service provider would be able to clearly quantify the issue. By contrast the definition of child abuse and neglect is set in policy which is somewhat idiosyncratic by region and even by discipline. Just to make things more complicated, sometimes a given issue (like exposing a child to a particular drug, either through the child taking the drug or being present during sales or manufacture) might be categorized as child maltreatment and/or may be a criminal issue (misdemeanor or felony) depending on the state. In some places, definitions of what is and what is not child maltreatment are just plain different. Some states regard witnessing Domestic Violence as maltreatment and others don’t. This assignment will help you think like a policy maker or state administrator…how do you understand child maltreatment in a given state and how might population and funding factors impact the response?!

**How it will work:** On the first day of class students will be assigned 4 states. As a first step, we want you to collect a range of kinds of data about your states.

**Definitions of CM and Criminal Statutes:**
This website will allow you to retrieve and compare the state policies for definitions of child maltreatment, child witnesses to domestic violence and parental drug use as child abuse.

This website will allow you to generate short reports for each of your states. This will let you see both definitions of child maltreatment from the child protective system and legal statutes from the criminal justice system. Don’t get them confused!
How Much Maltreatment is Reported in Your States?


This is “the big kahuna” of child abuse reporting in the United States – the yearly report from the National Data Archive on Child Abuse and Neglect (NDACAN). Retrieve and compare data on number of cases screened in versus screened out; and investigation dispositions.

How Do Things Look for Kids in Your State Generally?

Students will the obtain and report on the profile of children in each state (e.g., race/ethnicity, poverty, % children ages 3-5 enrolled in preschool/kindergarten, % children in immigrant families, child deaths, % health insurance) – use stuff like Kids Count or the Statistical Abstract of the United States, or NVSS or American Fact Finder or Social Explorer or your favorite similar source or some combination of the above.

Show Us the Economic Conditions in Your States

Students will reference the following document and obtain information on the status of the state budget deficit, unemployment and other factors that will help you understand the realistic or unrealistic nature of increased spending in your states. You will have to google this, but we found various sources (e.g. “unemployment rate by state” got us [http://www.bls.gov/web/laus/laumstr.htm](http://www.bls.gov/web/laus/laumstr.htm) right off the bat.

What Do You Do With All Those Data?

We want you to put it together. This is one of those “you get to be creative and use your skills to integrate different kinds of knowledge” types of assignments. The basic question is “tell us about the child maltreatment definitions and laws in your states, and relate them to maltreatment rates (e.g. child maltreatment reports) while considering the context of child demographics and other indicators like poverty that might have to be considered when thinking about a policy or program response, and your state’s political and/ or economic situation (i.e., how easy or difficult might it be to make big prevention changes based on how things are going in your state budget ???)

So, for example, you might notice that one state has a much more restrictive definition of child maltreatment or a higher threshold for reporting than the other states. Does this seem to manifest in lower report rates? We want you to think about this from a policy perspective. For example, would do the different situations in each state require different policy responses? Do the individual state policies seem correctly tailored to their situation. You probably want to create and include some tables to help you understand and talk about what you find. Think about policy makers as an audience for this brief—what would they need to understand? The entire paper should be no more than 5 pages excluding references and tables. The assignment is due week 4. Students should be prepared to talk about their papers in class for week 5.

Problem Solving Brief #2:
Evidence-based Prevention Practices. For this brief students will choose one of the evidence-based child abuse prevention practices from the listing below. Students should conduct a thorough critique of the practice based on available literature. Questions to consider are: Who is the target population? What is the effect size or other measure of how powerful the intervention is (e.g NNT, Cohen’s d, Odds Ratio, etc… not p values!) reported? How often has this been replicated? How long is the program and how expensive to implement? Pick one state or local area (you can use one from the first brief if you wish). Could this be easily transported for use in that area? Why or why not? If President Obama asked you tomorrow whether this program should be part of a national list of programs that should be included in every state, what would
you recommend? The entire paper should be no more than 5 pages excluding references and tables. Please place citations in APA format. **Due week 9**

**Evidence-Supported Prevention Practices:** Attachment and Biobehavioral Catch-Up (ABC), Child Parent Psychotherapy, Childhaven Childhood Trauma Treatment, Early Head Start, Family Connections, Incredible Years, Parenting Wisely, Love & Logic, Nurse Home Visitation, Triple P, Perry Preschool Project, Parent Child Interaction Therapy, Healthy Families America, SafeCare, Safe Environment for Every Kid (SEEK), Parents as Teachers, Period of Purple Crying. *Note other programs may be chosen with permission of instructors but there must be more than one study of outcomes available.*

Resources for EBPs:

- [http://www.cebc4cw.org/](http://www.cebc4cw.org/)
- [https://www.childwelfare.gov/topics/preventing/evidence/](https://www.childwelfare.gov/topics/preventing/evidence/)
- [http://www.nctsn.org/resources/topics/treatments-that-work/promising-practices](http://www.nctsn.org/resources/topics/treatments-that-work/promising-practices)

**Weekly Discussion Questions & Speaker Responses:**

**Reading Responses:** Beginning week 2 and continuing through week 10, students will turn in a brief few sentences/paragraph summary of what they learned from/thought about the readings with a focus on remaining questions they may have. You do not have to cover ALL of the readings in your response, but should refer to content from at least 2. These are due at the BEGINNING OF CLASS and students are encouraged to use this preparation to participate in discussion. Responses will be given full credit (5 points) if on time with 1 point deducted per week late unless excused due to illness or other notice prior to the due date.

Total points from responses are weighted to equal 5% of final grade.

**Team Problem Solving Paper.**

Students will be assigned to groups of 3 or 4 depending on final class size. Each group will be assigned to a project which may or may not have been nominated by an agency. If the topic selected was not an agency topic, the groups will be advised by one of the course instructors. A list of available topics thus far is at the end of the syllabus—**NOTE this list may change in the course of this week as we receive final agency nominations!** We will supply a final list by the end of the first week. The nature of the project will vary between groups. While agencies will provide a venue and general guidance regarding the nature of the project, students will work cooperatively with the agencies in framing and operationalizing the projects so that a coherent and achievable timeline and set of project goals can be established.

The final product should include the following:

1) A clearly operationalized question or issue or set of questions or issues. “Operationalized” means that the terms used specifically describe the project. For example, “Improving client attendance” is not operationalized, while “increasing the rate of clients who complete at least 5 sessions” is operationalized.

2) Identification and presentation of empirical data relevant to the purpose of the project. These data may include prior studies or may include generated data such as census or
MICA (http://health.mo.gov/data/mica/MICA/) data. Use of theory which is unsupported by empirical findings is discouraged.

3) A plan for accomplishing the project’s operationalized goals which is based as much as possible in empirical data.

4) If appropriate, a logic model for the final recommendations should be included as well as a plan for evaluation. Wikipedia has a nice overview of logic models if you want to check that.

5) A description of how the project was executed, what outcomes were achieved and what lessons were learned.

The complete paper should not exceed 20 pages. The paper should include a 1 page executive summary or brief designed for a non-academic audience. The paper should be properly cited using APA format.

**Team Presentation of Project**

Each team will prepare a power point presentation that presents the final product. Everyone in the team must speak during the presentation. Students will receive individual scores for presentation skills and a group score for content. These will be combined in the final score. An electronic copy of the power point must be turned in.

**Evaluation of Learning**

This is a one page reflection on the group project where you can highlight your role in the project and what you learned. Citations are not necessary for this and it should be turned in with the final project. Full points will be given for every handed in reflection paper – this is not really “graded” in the traditional sense.

**IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency(ies)</th>
<th>Dimension(s) Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving Brief #1: Policy</td>
<td>C1, C2, C3, C5, C7</td>
<td>values, knowledge, skills, cognitive process</td>
</tr>
<tr>
<td>Problem-solving Brief #2: EBP</td>
<td>C1,C2,C4,C5,C8</td>
<td>knowledge, cognitive process</td>
</tr>
<tr>
<td>Group problem-solving with community organizations paper &amp; presentation</td>
<td>C1,C2, C4,C6, C9</td>
<td>values, knowledge, skills, cognitive process</td>
</tr>
<tr>
<td>Course Activities</td>
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</tr>
<tr>
<td>Weekly reading responses</td>
<td>C1,C2,C3, C4, C5</td>
<td>values, cognitive processes</td>
</tr>
<tr>
<td>Personal Evaluation of Group Project Learning</td>
<td>C1,C4</td>
<td>values, cognitive and affective processes</td>
</tr>
<tr>
<td>Blackboard Post Responses on Guest Speaker content</td>
<td>C2, C3,C7,C8</td>
<td>values, cognitive and affective processes</td>
</tr>
</tbody>
</table>

**X. COURSE OUTLINE**

**SECTION I: PROBLEM ANALYSIS – WHAT IS CA/N, WHO DOES IT IMPACT, WHAT SYSTEMS ARE INVOLVED IN PREVENTION AND RESPONSE?**
Week 1: 1/17/2018 Introduction and General Orientation to Class
This week we will overview the rationale for the course including costs and negative sequelae of maltreatment, discuss the continuum of prevention from primary to prevention of recurrence, and present the framework for viewing this through a transdisciplinary lens. We will also overview class expectations.

Readings
- Multiple system involvement and outcomes: Is the overrepresentation of the poor in child welfare caseloads due to bias or need? [JonsonReid2009.pdf](#)

Week 2: 1/24/2018 What is CAN / Hx of CAN
We will look at child abuse and neglect from different disciplinary and international compared to US perspectives and learn a bit about the underlying history.

Readings:
- A Brief History of Child Abuse and Neglect: From Nursery Rhymes to Mary Ellen to Today. (Jonson-Reid & Drake, 2018) **Chapter 1**
- Parents rights and the law: Good Parenting or Physical Abuse? Our Dilemma Over Discipline
- (Jonson-Reid & Drake, 2018) **Chapter 3**
- International Perspective: Chapter 3 (page 50-65 only) “Violence against children in the home and family” World Report on Violence against Children [UNVAC2006.pdf](#).
  [https://www.unicef.org/violencestudy/reports.html](https://www.unicef.org/violencestudy/reports.html)

Week 3: 1/31/2018 Epidemiology of CA/N.
In this class we will overview current issues in epidemiology, incidence and prevalence and consequences of approaches to measurement. Students are invited to discuss what they are learning in the process of completing their first individual brief.

Readings:
- Words can hurt: Emotional abuse. **Chapter 6**
Week 4: 2/7/2018 CA/N Culture, Race & Maltreatment
Guest speaker: Sarah Kastelic, CEO National Indian Child Welfare Association
This week focuses on issues of race and culture. Discussion will examine our current level of understanding of key issues related to maltreatment with a guest speaker who is an expert in cultural adaptation of trauma and child welfare practice for American Indian and Alaskan Native families.

Readings:
- 2016 ICWA regulations (to be provided)
- Culture and context in understanding child maltreatment: Contributions of intersectionality and neighborhood-based research [nadvandspilsburykorbin.pdf](#)

FIRST ASSIGNMENT DUE THIS WEEK

Week 5: 2/14/2018 CA/N, Child Protection and the Law/Courts
Guest Speakers: Maria Morrison, TA and Shante Lampley, 21st Circuit Family Court
This week we will overview the major federal policies and how this filters to the states. We will also discuss “policy” as developed by certain professions to address this issue. Students should be prepared to discuss what they discovered in preparing their first briefs.

Readings:
- A Crash Course in Child Protection Chapter 2 Jonson-Reid & Drake
- Alternative Response research in Missouri, Minnesota and Virginia. [IAR.pdf](#)
- Major federal legislation concerned with child protection, child welfare and adoption [https://www.childwelfare.gov/pubPDFs/majorfedlegis.pdf](#)

Week 6: 2/21/2018 Detection of Child Maltreatment and Response
Guest Speaker: Tim Kutz, MD Director Division of Child Protection, Department of Pediatrics Saint Louis University
This week focuses on detection (including mandated reporting) and views from medicine, law and mental health
**Readings:**

- *Why Didn’t They Say Something? Reporters Who Don’t, Children Who Don’t, Children Who Can’t* Chapter 8 Jonson-Reid & Drake
- *Child Sexual abuse: Stranger danger or danger closer to home?* Chapter 5 Jonson-Reid & Drake
- Lady Madonna, Children at Your Feet – Collins2007.pdf

**Week 4: 2/28/2018  Poverty and Child Maltreatment**

We will discuss the strongest known correlate of child maltreatment, poverty, in some detail and with attention to current efforts to integrate anti-poverty efforts into child maltreatment research.

**Readings:**

- *What Neglect Is and Why it Isn’t “Just Poverty”*. Chap 4

**SECTION II: From Society to Cell- Risk and Protective Factors Influencing CA/N and Its Impact**

**Week 8: 3/7/2018 Genetic and Neurobiological Considerations:**

**Guest Speakers: John Constantino, MD** Blanche F. Ittleson Professor of Psychiatry and Pediatrics, Director, William Greenleaf Elliot Division of Child & Adolescent Psychiatry

In recent years increasing attention has been paid to genetic and neurobiological systems that can be both factors related to the onset of maltreatment as well as factors related to later outcomes of maltreatment. The malleability of such factors is of particular interest in prevention and early intervention efforts.

**Readings:**

- Social influences on neuroplasticity: stress and interventions to promote well-being. Davidson2012.pdf
March 13-19: Spring Break

Week 9: 3/21/2018 From Evidence to Policy?
Guest Speaker: Derek Brown, Assoc. Professor of Public Health
In this class we will explore how advocacy for child abuse prevention works and how evidence does or does not inform policy including how we think about costs and benefits. We will explore how we could better work to create policies that reflect what actual data about the problem at hand and would be supportive of effective prevention approaches.

Readings:
- Ontario’s child welfare transformation: Another swing of the pendulum? Dumbrill.pdf
- Read only first 2 brief articles in Special Issue: Differential response APSAC advisor APSAC-Advisor-2016.pdf

SECOND ASSIGNMENT DUE THIS WEEK

Week 10: 3/28/2018 Wicked problem of maltreatment
In this class we consider other factors in the ecological frame that are associated with maltreatment and may have significant implications for prevention and early intervention. This week will focus on what we know about multi-level risk and protective factors involved in the onset and outcomes related to maltreatment.

Readings:
- Protecting Women Vs. Protecting Children. Must it be either/or? Chap 6
- Resilience and Treatment Chapter 9
- Resilience in the context of child maltreatment: Connections to the practice of mandatory reporting. Wekerle, 2013

SECTION III: SOLUTION ANALYSIS: STRATEGIES FOR CHANGE:
The final weeks of class while groups are developing their plans are devoted to overviewing current practices in the community as they relate to primary prevention, secondary prevention and intervention. Guest speakers who can speak to real world implementation are invited. Additional speakers will likely be added.

Reading for final weeks:
- What Your Can Do Yourself and What We Can Do Together. JRDBookCh11.docx.

Week 11: 4/4/2018 Prevention and Intervention (1 of 3)
Guest Speakers: Melinda Ohlemiller, CEO, Nurses for Newborns & Nancy Weaver, PhD, Associate Professor of Public Health, Saint Louis University.

In this class we will focus on the issue of primary prevention with high risk families.

**Readings:**
- Translation of an Evidence-Based Tailored Childhood Injury Prevention Program. [Weaver2008.pdf](#)
- Capitalizing on Advances in Science to Reduce the Health Consequences of Early Childhood Adversity- [Shonkoff.pdf](#)
- Pediatric Primary Care to Help Prevent Child Maltreatment: The Safe Environment for Every Kid (SEEK) Model. [Dubowitz2009.pdf](#)
- Maltreatment in Infancy: A Developmental Perspective on Prevention and Intervention. [Prevention-intervenion.pdf](#)
- What difference do bystanders make? [Hamby et al.pdf](#)

**Week 12: 4/11/2018  Prevention and Intervention (2 of 3)**

Guest Speakers: Matthew Kliethermes, Associate Clinical Professor, University of Missouri, St Louis

In this class we will highlight efforts to prevent downstream untoward outcomes for children who have experienced maltreatment by focusing on the children themselves.

**Readings:**
- Implementing trauma-informed practices in child welfare. Klain et al
- Expanded medical home model works for children in foster care [Jaudes et al.pdf](#)

**Week 13: 4/18/2018  Prevention and Intervention (3 of 3)**

Guest Speakers: Kateri Chapman-Kramer, Family Forward

This week we will focus on parenting interventions and evidence-informed practices working at the family level.

**Readings:**
- The influence of concrete support on child welfare program engagement, progress, and recurrence. [Rostad et al.pdf](#)
- Understanding change in multi-problem families. [Millet et al.pdf](#)

**Week 14 & 15: 4/25/2018 & 5/2/2018  Group Project Presentations**

Group Presentations both weeks (order and content TBD):