

## LETTER OF NOTIFICATION – 3

### NEW OPTION, CONCENTRATION, EMPHASIS

(Maximum 18 semester credit hours of theory courses and 6 credit hours of practicum courses)

#### ATTACHMENT 2K-1

1. Institution submitting request: University of Arkansas – Fayetteville
2. Contact person/title: Dr. Sharon L. Gaber  
Provost and Vice Chancellor for Academic Affairs
3. Phone number/email address: 479-575-5459 / sgaber@uark.edu
4. Proposed effective date: Spring 2015
5. Title of existing degree program:
6. CIP Code: 44.0701
7. Degree Code:
8. Proposed name of new option/concentration/emphasis: Child Advocacy Studies Training (CHAS) Online Minor Program
9. Reason for proposed action: The CHAS online minor program is designed to better prepare future child protection workers, law enforcement officers, and other child-serving professionals in child welfare.
10. Provide the following:

**a. Curriculum outline**

1. SCWK 3013 Child Advocacy I: Perspectives on Child Maltreatment & Child Advocacy [3 cr hrs]
2. SCWK 4013 Child Advocacy II: Professional and System Responses to Child Maltreatment [3 cr hrs]
3. SCWK 4023 Child Advocacy III: Responding to the Survivor of Child Abuse [3 cr hrs]

**Any 3 of the following 4 electives:**

4. SCWK 4233 Child Welfare [3 credit hours]
5. SCWK 3233 Juvenile Delinquency [3 credit hours]
6. SCWK 4143 Addiction & the Family [3 credit hours]
7. SCWK 3163 On Death and Dying [3 credit hours]

**b. Total semester credit hours required for option/concentration/emphasis: 18 credit hours**

**c. New courses and new course descriptions:**

- **SCWK 3013 Child Advocacy I: Perspectives on Child Maltreatment & Child Advocacy** [3 credit hours]. This course is the introductory course for child advocacy studies. This course covers the history, comparative perspectives, legal framework, responses to child maltreatment, skills necessary to do the work, other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse, professional perspectives including the perspectives of a prosecuting attorney versus a defense attorney. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children might be necessary. Much of the work will be hands-on. No prereqs.
- **SCWK 4013 Child Advocacy II: Professional and System Responses to Child Maltreatment** [3 credit hours]. This course is the second course for the child advocacy studies and focuses on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student's knowledge and skills in identifying, investigating and prosecuting child maltreatment. Students majoring in

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criminal justice, education, social work, sociology, psychology, nursing, paralegal and other areas where knowledge of child maltreatment investigation and advocacy are necessary will receive competency based skills training such as forensic interviewing, documentation, etc. SCWK 3013 is a prereq.

- **SCWK 4023 Child Advocacy III: Responding to the Survivor of Child Abuse** [3 credit hours]. This course is the third course for child advocacy studies training. The purpose of this course is to prepare students to recognize the effects of child maltreatment and to develop interventions strategies for children and their families. Multidisciplinary approaches to prevention, advocacy and treatment of child maltreatment survivors will be presented and discussed. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children will be necessary. The experiential lab for this course involves court room observation. Prereqs are SCWK 3013 and SCWK 4013.

#### Goals and objectives of program option.

- The mission of the Child Advocacy Studies Training (CHAS) minor is to educate professionals who respond to child maltreatment to provide ethical, culturally sensitive services, demonstrate interdisciplinary collaboration, and provide competent case management. Social workers, law enforcement, nurses, educators and others who work with maltreated children have limited if any education in child protection leaving them with few skills to care for maltreated children and their families. The Child Advocacy Studies Training minor is a systematic effort to reform the education received by professionals who work in child protection. The CHAS minor is the first to provide core child maltreatment coursework for child protection professionals. Developed by the Winona State University faculty and the National Child Protection Training Center staff in 2004, the CHAS curriculum focuses on developing students' understanding of the factors that lead to child maltreatment, and the existing responses to maltreatment, in order that they may work more effectively within various systems and institutions that respond to these incidents. This innovative curriculum was developed by a multidisciplinary team of child protection experts based on a review of the evidence-based practice literature and a review of regional and national focus groups.
  - The CHAS online minor is designed for students majoring in social work, criminal justice, education, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children might be necessary. CHAS is designed to better prepare future child protection workers, law enforcement officers, and other child-serving professionals in child welfare. Our plan is to collaborate with Northwest Arkansas Community College (NWACC), the National Child Protection Training Center (NCPTC), the interdisciplinary Arkansas Academic Partnership in Public Child Welfare Program, and the Department of Children & Family Services (DCFS) to engage in our course development, marketing, and implementation activities.
- d. Expected student learning outcomes**
- Students completing the courses in this program will be better equipped to carry out the work of agencies and systems (health care, criminal justice, social services) as they advocate on behalf of the needs of children as victims, survivors of child abuse, and non-offending parent/family. These courses have been developed through a process of extensive review and analysis of the literature; community meetings with professionals

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working in child maltreatment; presentations of curriculum at professional conferences and a survey of baccalaureate programs throughout the United States (in progress). Two of the required courses for the minor include a lab component where students will be able to develop and practice their skills in forensic interviewing, investigating a report of maltreatment, mock trials and case management.

#### **Upon completion of this minor students will:**

- Describe the historical trends, philosophical underpinnings and relevant state and federal law associated with child maltreatment and child advocacy.
- Identify signs of child maltreatment, how to assess, investigate and intervene as a professional team member to child maltreatment.
- Explain the role of the child advocate in addressing social justice issues associated with intervention and prevention of child maltreatment, and in promoting social change that will result in fewer incidents of child maltreatment.
- Describe the documented effects of maltreatment for survivors such as depression, anxiety, sexualized behavior, neurobiological, suicide, and damaged ego development/sense of self
- Explain issues related to child maltreatment investigations such court preparation, prosecution of perpetrator, testifying in court and the process of child advocacy.
- Describe the roles of multidisciplinary team members in the response to child maltreatment, the services provided by each discipline, the effect of working on child protection on team members and other professional issues.
- Explain how social issues of race, class, sexual orientation, religion, gender and social justice influence investigation of child maltreatment.
- Explain how family variables and stressors influence child maltreatment and influence intervention with families and children.
- Explain advocacy issues for children and their families related to maltreatment including violence prevention strategies, support systems and case management.
- Participate proactively in change related to child advocacy in a complex global community.
- Apply evidence based research in decision making for children and their families.
- Accept responsibility and accountability for own self and ethical professional practice.

#### **e. Documentation that program option meets employer needs**

“Unto the Third Generation: A Call to End Child Abuse in the United States within 120 Years” by Victor I. Vieth (2006), provides a blueprint for a plan to educate child protection professionals for the 21<sup>st</sup> Century. Vieth proposes that universities must be the “keepers” of the plan to educate front line professionals and describes the obstacles the nation faces in ending child abuse. Many cases of suspected child abuse are not being reported by professionals. A study published in 2000 found that 65% of social workers, 53% of physicians and 58% of physician assistants were not reporting all cases of suspected abuse (Delaronde et al., 2000).

Even when cases are reported, many professionals are not adequately trained to manage the cases. Universities seldom prepare students for the reality of child protection. Social workers, nurses, law enforcement professionals receive between two hours to two weeks of information about child protection before beginning their professional careers. Professional

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education in child maltreatment is fragmented and spread out in a variety of courses with little practical information about actual child maltreatment.

Successful professional training will produce child maltreatment professionals who will be knowledgeable enough to competently manage child maltreatment cases. “We simply must produce, beginning in college, an army of front line workers well equipped to organize all the players in their local communities for the betterment of children” (Vieth, 2006). The most compelling reason to provide training experiences to front line child professionals is because experiences interviewing, on a witness stand, conducting a home visit, and planning case management increases professional competency and may prevent a child maltreatment case from being mishandled or overlooked.

In a 2006 study, 1416 college and university websites were searched using the terms “child maltreatment,” “child abuse and neglect,” “child protection,” “child welfare” and “child advocacy” (Hatlevig, 2006). Baccalaureate degrees were offered in criminal justice/law enforcement (393), education/other (105), nursing (390), social work (340), Sociology (639), psychology (794), human services (113), and medicine (96). Only 410 colleges/universities or 29% had coursework containing the terms child maltreatment, child abuse and/or neglect, child welfare, or child advocacy when searched. Approximately 19 courses were offered that focused on child maltreatment. Although further analysis of the data is needed, the author concluded that post-secondary courses and programs related to child maltreatment appear to be quite limited. Much of the coursework is offered in disciplines such as psychology and sociology that are not training the majority of front-line professionals. In addition, no concentrations, majors or minors focusing on child maltreatment could be found. Professionals who wish to specialize in child protection are hard pressed to find coursework that will train them to be competent in their profession.

#### **f. Student demand (projected enrollment) for program option.**

The number of BSW *majors* in the UA School of Social Work has increased 51% in the past 5 years (from 136 to 267 students between 2008-2012). We currently have 65 students enrolled in our online undergraduate social work *minor* program; this is a 58% increase in minors during the past two years. We predict that this trend will continue to grow; as such, we desire to implement the CHAS online minor for our undergraduate students.

Below is an overview of projected new enrollment for the CHAS minor:

COURSE TITLE	PROJECTED NEW ENROLLMENT		
	2015-2016	2015-2016	2016-2017
CHAS Courses	90	120	150
3 Online Electives	60	80	100

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**g. Name of institutions offering similar program or program option and the institution(s) used as a model to develop the proposed program option**

Winona State University (WSU) is the only institution that has an interdisciplinary child protection curriculum designed for students in a career as a front line child protection professional. The reason the NDAA partnered with WSU in designing the curriculum is that thousands of child protection professionals in the field are demanding that undergraduate institutions do a better job of preparing child protection professionals. This is further reflected by the fact that dozens of universities have contacted either WSU or NDAA about implementing the CHAS curriculum at their institution. A number of these communities including; Fayetteville, NC, Omaha, NE, Springfield, MO and Little Rock, AR have flown the Director of The NCPTC to their communities to learn more about the CHAS curriculum.

Existing curricula in child protection largely exists only at the graduate level, even then existing curriculum is primarily theoretical. The Child Advocacy Studies Training curricula at WSU brings academia into the street by teaching students pertinent child protection literature and then requiring students to demonstrate their skills in experiential exercises. WSU is the first academic institution to also instruct a laboratory for these classes. To include: court rooms, forensic interview rooms, and a “house” in which to conduct child protection exercises.

Northwest Arkansas Community College (NWACC) was selected in 2010 to build a Regional Training Center to help offset CHAS curriculum throughout the South; an Open House for the Regional Training Center was held in February 2014. Several University of Arkansas School of Social Work (SCWK) faculty members have met with NWACC administrators over the past several years to discuss collaborating on a CHAS curriculum. The SCWK plans to develop a Memorandum of Understanding with NWACC to use the training center facility at least once per semester to train students about child maltreatment investigations and as part of the CHAS curriculum.

**11. Institutional curriculum committee review/approval date:** February 19, 2014

**12. Will then new option be delivered via distance delivery? Indicate mode of distance delivery.**

- Yes, the CHAS minor program will be delivered online through the UA Global Campus.

**13. Explain in detail the distance delivery methods/procedures to be used:**

- The CHAS online curriculum will be offered to students in northwest Arkansas who can also travel to the NWACC campus on at least two occasions to engage in child abuse investigative court training and Mock House training curricula. Methods of online course delivery may include but are not limited to the use of the following online tools: Blackboard Collaborate, discussion pages, lectures, videos, web blogs, Echo 360, email, wikis, et cetera.

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**14. Specify the amount of additional costs required for program implementation, the source of funds, and how funds will be used.**

- We requested \$67,775 in salary and fringe funds from the UA Global Campus to hire Visiting Assistant Professor Piazza, a highly successful SCWK instructor (both online and offline), to develop, market, and implement the online CHAS undergraduate minor courses over an 18-month period.
- In terms of sustainability, the SCWK plans to use the funds garnered from the CHAS online courses to (a) fund Professor Piazza’s position and (b) continue to market the CHAS minor program.
- Below is an outline of the timeline, including tasks and responsibilities for Professor Piazza over the 18-month period:
  1. In summer 2014, Professor Piazza will:
    - Develop the CHAS minor curriculum design
    - Develop the *Child Welfare* online elective course
  2. In the fall 2014 semester, Professor Piazza will:
    - Develop the online *Perspectives on Child Maltreatment & Child Advocacy* and the *Juvenile Delinquency* courses
  3. In the spring 2015 semester, Professor Piazza will:
    - Develop the online *Professional and System Responses to Child Maltreatment* and the *Responding to the Survivor of Child Abuse* courses
  4. In the fall 2015 semester, the SCWK will:
    - Offer the first CHAS course, *Perspectives on Child Maltreatment & Child Advocacy*
  5. In the summer and fall 2016 semesters respectively, the SCWK will:
    - Offer the 2<sup>nd</sup> and 3<sup>rd</sup> CHAS courses
  6. At least one online elective for the CHAS minor will be offered each semester (including summer).

**15. Provide additional program information if requested by ADHE staff.**

N/A

**President/Chancellor Approval**

**Date:**

**Board of Trustees Notification**

**Date:**

**Chief Academic Officer:**

**Date:**