

# **Winona State University**

## **Office of the Provost**

### **Interoffice Memo**

To: Aurea Osgood, Department Chairperson

From: Pat Rogers, Provost & Vice President for Academic Affairs



Re: General Education Program

Date: 11/13/2013

cc: William McBreen, Dean  
Lori Beseler, Registrar's Office  
Darrel Downs, IFO Union President  
Timothy Comes, Student Senate President  
Kristi Ziegler, University Center Rochester  
Pat Paulson, A2C2 Chair  
Rita Rahoi-Gilchrest, GEP Program Director

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This is to inform you I have approved the following:

DEPARTMENT: **CAST**

COURSE NUMBER: 301

COURSE: **Child Advocacy I**

APPROVED FOR: General Education Program

Notes: 3 credit hours. Grade only. Goal 9: Ethical and Civic Responsibility.

**WINONA STATE UNIVERSITY**  
**GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

Course CAST 301

**Department Approval**

Aurea K Osgood  
Department Chair

AUGUST 30, 2013  
Date

AOSGOOD@WINONA.EDU  
e-mail address

**Dean's Recommendation** ☒ Yes ☐ No\*

[Signature]  
Dean of College

9-26-13  
Date

\*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.

**GEPS Recommendation** ☒ Approved ☐ Disapproved

[Signature]  
Chair, General Education Program Subcommittee

10/16/13  
Date

**A2C2 Recommendation** ☒ Approved ☐ Disapproved

[Signature]  
Chair of A2C2

10/23/13  
Date

**Faculty Senate Recommendation** ☒ Approved ☐ Disapproved

[Signature]  
President of Faculty Senate

11-12-13  
Date

**Academic Vice President Recommendation** ☒ Approved ☐ Disapproved

[Signature]  
Academic Vice President

11-15-13  
Date

**Decision of President** ☐ Approved ☐ Disapproved

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

Please forward to Registrar.

Registrar \_\_\_\_\_  
Date entered

Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department CHILD ADVOCACY STUDIES

Date AUGUST 30, 2013

301

Course No.

CHILD ADVOCACY I: PERSPECTIVES ON CHILD MALTREATMENT AND CHILD ADVOCACY 3

Course Name

Credits

Prerequisites NONE

GEP Goal Area(s):\*

**CORE GOAL AREAS**

- ☐ Goal 1: Communication  
☐ Goal 3: Natural Science  
☐ Goal 4: Mathematics/Logical Reasoning  
☐ Goal 5: History and the Social and Behavioral Sciences  
☐ Goal 6: The Humanities and Fine Arts

**THEME GOAL AREAS**

- ☐ Goal 7: Human Diversity  
☐ Goal 8: Global Perspective  
☒ Goal 9: Ethical and Civic Responsibility  
☐ Goal 10: People and the Environment

\* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

☐ Intensive:

- ☐ 1. Writing  
☐ 2. Oral Communication  
☐ 3a. Mathematics/Statistics  
☐ 3b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a **General Education Program Approval Form**.

Department Contact Person for this Proposal:

AUREA OSGOOD

Name (please print)

457-5427

Phone

AOSGOOD@WINONA.EDU

e-mail address

[Revised 9-6-11]

## **CAST 301: Child Advocacy I: Perspectives on Child Maltreatment and Child Advocacy (3)**

### Course Outline

- I. Historical perspectives
  - a. history of childhood
  - b. historical development of child welfare services
  - c. philosophical underpinnings of child welfare services; child safety and family support; system accountability
  - d. adult centrism in child welfare services
  - e. child welfare systems in communities of color
- II. Comparative perspectives on child abuse
  - a. child abuse occurrence and intervention around the globe
  - b. sex trafficking and child abuse
  - c. child abuse and developmental disabilities
  - d. religious doctrines, religious practices and child abuse
- III. Models for understanding child abuse
  - a. intergenerational cycle
  - b. societal acceptance of violence; poverty and socioeconomic issues
  - c. neurobiology of childhood stress and trauma
  - d. ecological approaches
  - e. epidemiological model
- IV. Current definitions of child abuse and neglect
  - a. statistics/trends
  - b. types of abuse and risk factors characteristics of at risk youth;
  - c. abuse characteristics (type, frequency, duration etc.)
  - d. cultural issues
- V. Indicators of Abuse
  - a. behavioral
  - b. cognitive
  - c. emotional
  - d. physical
  - e. developmental considerations
  - f. cultural considerations
- VI. Assessing Family Dynamics
  - a. vulnerability of children: at risk families' characteristics
  - b. case studies; battered child and shaken baby syndromes
  - c. intake and assessment of families; ethnic and cultural sensitivity
  - d. indicators of domestic violence; perpetrator and case indicators
  - e. role of substance abuse in child abuse; alcohol, anger and abuse; working with drug affected families
  - f. environmental factors; delinquency and gangs; violent neighborhoods
  - g. grandparents as parents
- VII. Responding to Child Abuse: An Overview
  - a. health care providers
  - b. law enforcement agencies

- c. prosecution
  - d. social services
- VIII. Unresolved issues of care and service providers
  - a. life experiences/self-awareness
  - b. bias- (adult centrisim)
  - c. vicarious traumatization of practitioners working with child abuse
  - d. responsibilities of administrators and managers
- IX. Advocacy in interdisciplinary models for addressing child abuse
  - a. case studies
  - b. what is advocacy
  - c. the advocate in an interdisciplinary team
  - d. self-care for advocate team members
- X. Responsibilities of professionals
  - a. mandated reporting laws (who should report)
  - b. child protective services
  - c. professional barriers; perception of CPA agents, legal ramifications
  - d. documentation



### CAST 301: Child Advocacy I: Perspectives on Child Maltreatment and Child Advocacy (3)

#### Goal Area 9: Ethical and Civic Responsibility

*Goal: To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.*

<b>Students will be able to...</b>	<b>Learning Activities</b>	<b>Assessment Plan</b>
Examine, articulate, and apply their own ethical views.	<p>Students will examine their own ethical views on child well-being and child maltreatment through a series of self-assessments, structured small group discussions, and individual reflections.</p> <p>Students will articulate and apply their own ethical views on child well-being and child maltreatment through in-class case study assignments and small group discussions.</p>	<p>Students will be assessed through their participation in group discussions, through assignments on the case studies, and will complete written assignments addressing their development of their own ethical views.</p> <p>The case study assignments will be assessed objectively based on accuracy of defining the situation and accurately assessing the ethical issues involved.</p> <p>The writing activity will be assessed subjectively based on basic writing proficiency, content development, and critical thinking.</p>
Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.	Students will learn about the political, social and legal issues surrounding child maltreatment and the responsibility of groups to respond to child maltreatment through lectures, case studies, videos, and guest speakers.	<p>Students will be assessed through exams and quizzes, through assignments on the case studies, and participation in discussions.</p> <p>The case study assignments will be assessed objectively based on accuracy of</p>

		<p>defining the situation and accurately assessing the ethical issues involved.</p> <p>Quizzes and exams will be assessed on an objective scale, primarily with multiple choice and some short answer questions.</p> <p>Student participation will be based on critical thinking and the ability of students to connect material from class and readings.</p>
Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.	NA	NA
Recognize the diversity of political motivations and interests of others.	NA	NA
Identify ways to exercise the rights and responsibilities of citizenship.	<p>Students will learn about the ethical responsibilities to children through lectures and activities introducing mandated reporting laws and procedures and guest speakers addressing the lay and professional responses to child maltreatment.</p>	<p>Students will be assessed through a series of quizzes and scenarios designed to test ability to identify child maltreatment and appropriately respond to child maltreatment as a citizen and as a mandated reporter.</p>