SOC 355
Investigative Techniques in Social Services
Saturday 9:00 AM – 5:00 PM
May 8, May 22, June 5, June 19

3 Credits

Instructor: Kenyatta Lewis, LLMSW
(734) 756-0564/ kenyattalewis08@gmail.com

Text:

Class handouts and e-reserve will be utilized. You will also receive material in class generated by the Department of Human Services and the Michigan State Child Protection Law. In addition, students are required to purchase the following books:

"A Child Called It" by David Pelzer

"Peter's Lullaby" by Jeanne Fowler

Siena Heights University Outcome Statement

Graduates of Siena Heights University programs will have gained the knowledge, skills, and attitudes necessary to continue developing as self-respecting professionals. They will be capable of:

- Making sense out of their daily work and personal lives;
- Taking appropriate actions;
- Realizing that their search for final answers must be lifelong.

General Studies Learning Outcomes
“While a general education curriculum seeks to be both expansive and incisive, at Siena Heights University it may best be characterized as challenging students in these areas:

A. Liberal Arts Learning  
B. Modes of Learning  
C. Communication Skills  
D. Diversity in Community  
E. Ethical and Moral Understanding  
F. Social Responsibility  
G. Life-long Learning”

(Please consult the Undergraduate Catalogue, 2000-2002, page 10, for a more detailed outline of these learning outcomes.)

Community Services Program Learning Outcomes

1. Develop an interdisciplinary and ethical approach to adult and child abuse/neglect investigations and interview practices.
2. The student will develop skills to evaluate risk and protective factors for children and families.
3. Develop effective communication and interpersonal skills appropriate for use in the roles of human service practice.

Relationship of PSC Outcomes to General Education Program Outcomes

<table>
<thead>
<tr>
<th>General Education Program Outcomes (Siena Heights University 2000-02 Undergraduate Catalogue, p. 10)</th>
<th>A1, A3</th>
<th>B1, B2</th>
<th>C1</th>
<th>C2</th>
<th>D1</th>
<th>D2</th>
<th>E1, E 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethics/Interdisciplinary</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>2. Learning Skills</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<td>3. Communication/Personal Skills</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>4. Methods for change</td>
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Course Description

This is an introductory investigation course which covers the techniques involved in the investigation of child abuse and neglect. Students will also prepare for work in the Child Welfare field by reviewing child welfare programs.

GOALS:

1. Provide the student with knowledge of the fundamental skills necessary to conduct non-criminal investigations.

2. Provide the student with the capacity to inter-relate the investigative process to actual case planning/processing.
3. Create an awareness of the complex ethical issues intrinsic in investigation and provide the student with an ethical framework for identifying and addressing these issues.

Course Methods

Lecture, discussions, reading assignments in preparation for class discussion, case studies, current event reports, interactive applications, videos, and instructor evaluation.

Assignments – Due at the beginning of class on the specified date.

2 Mini Assignments (10 points each – total 20 points)

The mini assignments will allow you to challenge your thinking as it relates to the child welfare field.

Mini #1
Due May 22, 2010
Review an article that links economics and child welfare and analyze in 2 paragraphs. You must describe the major points of the article and describe how you view the connection of the impact of the economy and children and families.

Mini #2
Due May 22, 2010
MARE in the acronym for the Michigan Adoption Resource Exchange. You will visit this site at: http://www.mare.org/ Go through the pages of MARE and answer the following questions in two paragraphs. Is this your first time reviewing this site, and what is your reaction. Describe any themes that you identify on this site.

Assignment 1 (100 points)
Due June 5, 2010
You will read and review the books specified on the handout and complete a narrative review by answering the questions in the body of your paper. (see handout)

Investigative Techniques Interview (80 points)
Due June 19, 2010
An interview with one of the following is required:
- A child or adult services investigator at a Department of Human Services office.
- An interview with a police/sex crimes detective.

Students will be required to submit the results of the interview in a 3-5 page narrative report format. (guidelines found on page 10 of the syllabus)
Failure to complete the interview and submit the written narrative will result in a failing grade for the course. Telephone Interviews are not allowed for this assignment.
All written assignments must be double-spaced and typewritten. Handwritten papers will not be accepted and will receive zero points. Late papers will not be accepted.

Writing Standards

Written assignments are expected to conform to the standards of college level academic writing. All written work must be submitted in accordance with APA format and meet the highest standards of academic achievement. Correct spelling, grammar, structure, notation and bibliography are minimal requirements for which the student will be held accountable. Excessive margins, font size, line spacing or other obvious attempts to “inflate” the size of paper will be penalized. Students should refer to the Handbook of Current English by Corder/Rusliewicz for further information. Students who need additional assistance with writing should contact the instructor of the Siena Heights University tutor, which is a free service.

Assignments/Class Expectations

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>05/22</td>
<td>Mini Assignment #1 Due</td>
</tr>
<tr>
<td>05/22</td>
<td>Mini Assignment #2 Due</td>
</tr>
<tr>
<td>06/05</td>
<td>Assignment #1 Due</td>
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<tr>
<td>06/19</td>
<td>Investigative Interview Due</td>
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Method of Evaluation

Attendance/Participation

*this class only meets 4 times, each missed session will result in final grade reduction of one full letter grade* every student is expected to actively participate in each class session.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mini’s</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>100</td>
</tr>
<tr>
<td>Investigative Interview</td>
<td>80</td>
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<tr>
<td>Total</td>
<td>200</td>
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Attendance

The nature of Siena Heights’ intense course format means that attendance is critical to student performance. The student is expected to attend all class sessions. An absence does not excuse the student from the responsibility of assigned work and/or testing. Illness or work-related absences are sometimes necessary. Students must contact the instructor prior to any absence when possible. Assignments are still due, regardless of absence. Students are responsible for getting any class notes or assignment information. Due to the in-class activities and discussion, absences can affect a student’s final grade.
Accommodations

In accordance with University policy and the equal access laws, I am available to discuss appropriate academic accommodations that you may be eligible for as a student with a disability. Please contact me for an appointment to discuss possible accommodations. Students must register with the Office for Students with Disabilities for disability verification and determination of reasonable accommodations. Requests for accommodations must be done in a timely manner and are not retroactive.

Academic Dishonesty

“Academic dishonesty” is unethical behavior which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of the instructors concerned. Also included in academic dishonesty is knowingly or intentionally helping another violate any part of this policy.

Plagiarism is the failure to give credit for the use of material from outside sources. It includes, but is not limited to, verbatim use of a quote without quotation marks and adequate documentation, submission of a paper prepared by another person as one’s own work, using the ideas, facts, words or data of someone else and claiming them as your own, or not documenting ideas, facts, words or data gathering during research.” Academic dishonesty will result in a failing grade for the course and written notification to the Dean of Academic Affairs.

STUDENT RESPONSIBILITIES:

Students are expected to be adequately prepared for each class session. It is reasonable in an 8-week session to expect at least two (2) hours of outside study for every hour spent in the classroom.

Students must successfully complete the necessary prerequisite course(s) prior to taking higher-level courses. If you are not sure a prerequisite has been met, contact your advisor for assistance.

Students are expected to uphold the principles of academic integrity. It is assumed that academic honesty and ethical behavior will be exercised by students at all times. In cases where it is not (cheating, plagiarism, inability to complete assignments on time and in accordance with instructor expectations, etc.) instructors are expected to take appropriate action. This action may result in a failing grade for the assignment or for the course.

Students are not permitted to bring guests to class without prior permission from their instructor. Rude and/or obnoxious behavior toward another student and/or an instructor
will not be tolerated under any circumstances. Smoking is not permitted anywhere in the building.

Child care arrangements are the responsibility of the student. Thus, children are not allowed in classrooms nor can they be left unattended in any room or hallway in the suite.

Cell phones and pagers must not disrupt a class. Therefore, all pagers and cell phones must be turned off or set to “vibrate” when the student is in a class session.

Laptop computers may be used in class for the purpose of note-taking only. Surfing the internet, checking email, Facebook, MySpace, etc. will not be tolerated. Students who engage in such behavior will not receive attendance credit for the class session.
2 Mini Assignments
(10 points each – total 20 points)

The mini assignments will allow you to challenge your thinking as it relates to the child welfare field.

Mini #1 Due 05/22/2010

Review an article that links economics and child welfare and analyze in 2 paragraphs. You must describe the major points of the article and describe how you view the connection of the impact of the economy and children and families.

Mini #2 Due 05/22/2010

MARE in the acronym for the Michigan Adoption Resource Exchange. You will visit this site at: http://www.mare.org/ Go through the pages of MARE and answer the following questions in two paragraphs. Is this your first time reviewing this site, and what is your reaction. Describe any themes that you identify on this site.
Assignment #1  
Due 06/05/10  
100 points

This assignment must be in the form of a written narrative response to the following questions. You will choose to read both of the books listed below to complete your narrative. You may choose to number the questions in your response. The total length of the paper must be 4-6 written pages, which does not include the cover and reference page. Be sure to fully address each question.

“A Child Called It” by David Pelzer

These are the questions that must be answered:
1. What action or event prompted Dave to be singled out for abuse or neglect?
2. What role did Dave’s father play in the abuse?
3. What could Dave have done differently to prevent the abuse?
4. Using your Mandated Reporters Guide or Child Protection Law, which mandatory reporters should have filed a report?
5. What should a child in Dave’s predicament have done?
6. What was the nature of the abuse?
7. If you were the social worker, what type of treatment plan or services would you arrange to be provided?

“Peter’s Lullaby” by Jeanne Fowler

These are the questions that must be answered:
1. What factors led to the children’s abuse?
2. What role did the children’s father play in the abuse?
3. How could the father have prevented the children from being abused?
4. In what ways did the Social Worker’s fail the children?
5. What is your reaction to the parent’s punishment?
6. If you were the Social Worker, what questions would you have asked during the home visits? What other actions would you have taken during the home visits?
7. What services would have been beneficial to the family?
Investigative Techniques Interview
Due 05/19/2010
80 points

An interview with an adult or child protection services supervisor/manager (or designee) at a Department of Human Services office is required. Students will be required to submit the results of the interview in a written, 5-7 page narrative report format. Each of the following items will be evaluated and graded.

*(Attach this form signed by the interviewee to your paper)*

1) Name of office and name of manager/director interviewee. How long has this person been employed with this agency?

2) Geographic area served.

3) Criteria for receiving services.

4) How do you initiate an interview of a person suspected of abuse or neglect?

5) What do you do to prevent job-related stress and burnout?

6) Staffing (# of employees) and their role in service provision.

7) A. Describe the challenges between child safety and family preservation *(Used for child protective services interviews only).*

   B. Describe the challenges between adult safety and independence *(Used for adult protective services interviews only).*

8) Significant outside agents, professionals and organizations, which interact regularly with this agency.

9) Conflicts or obstacles the agency encounters in service delivery.

10) Describe the most difficult person you have had to interview. How were you able to obtain the information you needed to complete the investigation?

Signature (Interviewee)                                      Date