Child Advocacy Studies (CAST): Reforming undergraduate & graduate education of child protection professionals

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Introductions

• Select a spokesperson to
  – Introduce your college or university
  – The department represented
• “The main reason we are here is…”

History of CAST

• Law school and children
• Two weeks into my career
• 15 years later, a conversation in Winona
• A chance meeting with a U.S. Senator
• A congressional earmark, a National Center
• A review of course catalogues, 60 federally funded programs, a massive literature review
• Dissemination
• Part of a national plan to end child abuse
Unto the Third Generation: a call to end child abuse within 120 years

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The Agenda

• The history of the fight against abuse
• The five obstacles to ending child abuse
• The battle plan
• The timeline for accomplishing this goal
• The last full measure

Child abuse and history

• 1865: Animal protection
• 1874: Child protection
• 1930s: Social Security Act
• 1962: Dr C. Henry Kempe
• 1967: Mandated Reporting Laws
• 1970s: MR laws expand
• 1980s: prosecution and failures
• Reforms: CAC’s, NCPCA, prevention
• 1999: The National Call to Action
The National Call to Action

• Premised on the idea ending child abuse is possible
• According to Dr. David Chadwick, victory will “require keepers of a plan who will devote many decades of their lives to the effort. The keepers will keep the message alive. It will take sweat and tears. These keepers must recruit successors w/ similar dedication. Who, among you, are the keepers?”

Anne Cohn Donnelly

• Ending child abuse will require “adopting a far longer view than we have historically held, such as planning our efforts over decades, not years, and likewise measuring their success over decades, not years. This new approach would require flexibility and a great deal of patience. But in my own view, it is possible.”

The Five Obstacles to Ending Child Abuse
1. Many children suspected of being abused are never reported
   - A 1990 study found that only 40% of maltreatment cases and 35% of the most serious cases known to mandated reporters were in fact reported
   - A 2000 study found that 65% of social workers, 53% of physicians and 58% of physicians assistants were not reporting all cases of suspected abuse
   - 2001 study of 197 teachers: only 26% would report familial abuse & only 11% abuse at hands of a fellow teacher

2. Even when reports come in, most cases will never be investigated
   - In 1999, there were 3.244 million children reported as abused or neglected
   - According to NIS-3, only 28-33 percent of these kids will have their cases investigated (NIS-4 similar results 2010)
   - The report found “especially remarkable that CPS investigation extended to only one-fourth of the children who were seriously harmed or injured by abuse or neglect.”

Cases not investigated or that are “unsubstantiated” involve victims
   - Unsubstantiated reports “comprise more than 3/4ths of the victims that later return to the attention of the child welfare system.” (Child Maltreatment, 11/03)
   - “…the high level of recidivism among unsubstantiated cases show unambiguously that such cases are at high risk for subsequent maltreatment…”
3. Even when cases are investigated, investigators are often inadequately trained and inexperienced

- Reporter Anna Quindlen: “Their training is inadequate, and the number of workers is too small for the number of families in trouble. Some cases would require a battalion of cops, doctors and social workers to handle; instead there are 2 kids fresh out of college w/ good intentions and a handful of forms.”

Marc Parent (Turning Stones)

- Commenting on his training, Parent says he received “two weeks of solemn discussion on child protective issues, but little on getting a drug dealer to let you into an abandoned building or talking a restless police officer into sticking around until you get through with a case and back into your car.”

Inadequate undergraduate and graduate training

- Undergraduate and graduate programs provide very little education on child abuse, domestic violence or elder abuse and those that do have only 1-4 hours (Woodtli 2002, Hatlevig 2006, Walker 2014).
- This is consistent with 40 years of research
Poor training of screeners

“Further contributing to inaccuracy and inconsistency of track decisions is the lack of training and skill of some of the personnel in screening positions. Because of the inherent complexity of making child safety determinations in the screening environment, all screeners should be skilled clinicians with well-developed interviewing and assessment skills.”


Poor training plus inexperience

• Children’s Bureau calls CPS turnover a “major concern”
• “...one result of high turnover is that child welfare professionals with the least amount of experience and training receive the most difficult cases. They lack the experience and training necessary to identify risk factors, differentiate severity of cases, distinguish their own biases, and make objective assessments of the children and families they are assigned, and are often left feeling overwhelmed and unappreciated.”

– Viola Vaughan Eden (2013)

The problem extends to graduate schools

• A 2003 study of APA accredited graduate programs found many of the programs “fall far short” of guidelines proposed by the APA for minimal levels of competence in handling child maltreatment cases

Dr. Anna Salter (2003)

- “In the two years I spent at Tufts getting a masters degree in Child Study & the five years I spent at Harvard getting a PhD in Psychology & Public Practice, there was virtually nothing on child sexual & physical abuse in any course I took...Ironically, many of the lectures were on maladies so rare I've yet to see them in 20 years of practice.”

Kenny & Abreu (2015)

Training Mental Health Professionals in Child Sexual Abuse: Curricular Guidelines

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Medical schools

- Dr. Ann Botash: “more than 40 years after the diagnosis of BCS entered the literature, our pediatric residency programs do not have a significant education requirement for preventing, recognizing or managing child abuse.”
- 31% of AHT cases not recognized by physicians who first evaluated them (Jenny 1999)
- Misdiagnosis common (Adams 2012)

Law schools

- Little or no training on:
  - Developmentally appropriate oaths
  - Court schools
  - Developmentally/linguistically appropriate questions
  - Ethics of working with child witnesses (Florida study)
  - Judges (University of Illinois survey)
  - The problem in inadequate training extends to veterinary, dental, seminary training, etc.

USDOJ Report
USDOJ Recommendation (2.3)

• “Include curricula in all university undergraduate and graduate programs to ensure that every child- and family-serving professional receives training in multiple evidence-based methods for identifying and screening children for exposure to violence.” (emphasis added)

• “It is imperative to equip all professionals who serve children and families with the knowledge and skills they need to recognize and address the impact of violence and psychological trauma on children.”

4. Even when abuse is substantiated, child is typically older and it is more difficult to address impact of abuse

• Average age of CSA victims is 3
• Average age of victims in court is 10, median age is 13
• Victims often come into court as delinquents, runaways and prostitutes
• We spend 94 billion dollars per year dealing w/ the aftermath of abuse
5. Lacking a unified voice to communicate their needs, maltreated children receive an inadequate share of our country’s financial resources

- Child abuse has been called an “epidemic”
- Rate of child abuse is 10 times the rate of cancer
- We invest 1 nickel for every $100 of societal cost associated with child abuse but $2 for every $100 of societal cost associated with cancer

Dr. Richard Krugman

- “Effective policy making requires an ‘iron triangle’: an effective lobbying organization, several congressional ‘champions,’ and inside help from a supportive bureaucracy. In contrast to many instances of effective political efforts in health & defense...the child protection system is ineffective (with) few congressional advocates, a weak lobby, and an even weaker bureaucracy.”

The Battle Plan for Ending Child Abuse
Abused children must be reported into the system & the reports must be high quality

- Every university must teach students entering mandated reporting professions the skills necessary to perform this task
- The WSU project: competence & ethics
- Research and marketing of this program
- Mandated reporters must receive annual training

The system must conduct a competent investigation

- All children must receive a competent interview
- From CornerHouse to Finding Words (1998)
- Half a Nation by 2010
- South Carolina (2000)
- New Jersey, Indiana, Mississippi (2002)
- Georgia, Missouri (2003)
- West Virginia, Maryland, Illinois (2004)
- Kansas, Ohio (2005)
- Delaware, Virginia, Arkansas (2006)
- Connecticut, Oklahoma (2007)
- Wisconsin (2008)
- Pennsylvania, North Carolina, Japan, Colombia (2010)
- Alaska (2011)
- Minnesota (2013)
- New York (2017)

Finding Words/ChildFirst & history

[Image of review article]
The end of on the job training

- Mastering investigative skills begins in college: the second semester at WSU
- The process of repairing families begins in college: the third semester at WSU
- CAST has expanded to a minor & certified by MNSCU
- Research and market the program
- 100 universities in 5 years, and 500 in 10 years
  - CAST in 47 universities/colleges/graduate programs with 55 more in the process
- Model curriculums for law schools, medical schools and other graduate programs
- Once in the field, front line social workers/police officers must have ongoing training and technical assistance (NCPCA & NCPTC)

CAST 301: Perspectives on Child Maltreatment

- 301 - Perspectives on Child Maltreatment & Child Advocacy—3 S.H. (required) This course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the 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.

CAST 401: Professional and System Response to Child Abuse

- 401/501 - Professional & System Responses to Child Maltreatment—4 S.H. (required) 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 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.
Responding to the Survivor of Child Abuse

- 402/502 - Responding to the Survivor of Child Abuse and Survivor Responses—4 S.H. (required) This course is the third course for child advocacy studies. The purpose of this course is to prepare students to recognize the effects of child maltreatment and apply 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 and interaction with children.

Global Child Advocacy Issues

- 302 -Global Child Advocacy Issues -3 S.H. (required). This course is a core course for child advocacy studies minor. The purpose of this course is to prepare students to recognize child advocacy issues around the world. 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. Multidisciplinary approaches to advocacy in different countries throughout the world will be presented and discussed.

Capstone Experience

- 407 -CAST Capstone Experience -4 S.H. (required). This course included an intense site-based experience of student’s choice designed to encapsulate the essence of baccalaureate professional role development in a internship experience. This synthesis course allows the student to expand their understanding of major concepts of child advocacy, experiential learning, and evidenced based practice in a setting of their choice. A multidisciplinary approach will be emphasized as students focus on ethical decision-making and cultural sensitivity with clients in a community location. Students work with agencies and develop a project addressing a need within that agency.
Child exploitation

- 403 - Child Exploitation, pornography & the Internet 3 S.H. (elective). The overall goal of this course is the study and analysis of child sexual abuse and the responses to this problem by human and social services. Specifically, this course will examine the predatory actions of offenders who engage in child sexual abuse and exploitation. Included in this assessment is an understanding of the use of computers, the internet and emerging technologies by perpetrators to exploit children. Students will also gain an understanding of the responses of social services and the criminal justice system to this phenomenon. Thus, the student will be able to gain an understanding and appreciation of the roles of law enforcement, forensics, courts, social workers, and health service providers in the detection, investigation, and prosecution of this specific form of child exploitation.

Child poverty and child abuse

- 404 - Sociology of Child Poverty 3 S.H. (elective). Students will analyze poverty and child poverty in the U.S. while placing both in an international and historical context. They will understand the demographics of poverty and the effects of poverty on children. They will critically evaluate sociological research and theories for poverty and child poverty. Students will also evaluate societal responses to poverty and child poverty, particularly as poverty relates to child maltreatment. This course is useful for students in fields such as nursing, criminal justice, education, social work, sociology, pre-medicine, and pre-law.

Gender, Violence and Society

- 405 - Gender, Violence and Society 4 S.H. (elective). This course introduces students to the roots of gender-based violence, the political and cultural structures that perpetuate it, and explores how this violence might be brought to an end. Students will investigate the local and global impact of violence; how gendered violence intersects with race, class, sexuality, age, physical ability and the oppressions that are linked to these identities; and strategies for addressing gender-based violence. The overlap between gender based violence and child abuse and neglect will be addressed under each topic. As part of the class, students will complete a 45-hour advocacy training (Plus 15 hours of volunteer advocacy work) offered in partnership with the Women’s Resource Center of Winona. Course time will be divided between 2 credits of lab and 2 credits of theory. Prerequisite: CAST 301 or permission of instructor.
CAST Research

- 406 – Child Advocacy Research Studies (elective) (3). Students will read, interpret, and evaluate the significance of research findings to child advocacy study. The course helps students understand the role of research and information technology in providing evidence-based practice for child advocacy study within their respective disciplines. Students work in small groups to critique research studies and synthesize their knowledge of the research process in the analysis of several studies. These studies focus on concepts relevant to child advocacy such as the effects of maltreatment, prevention and education, cultural elements of practice, as well as other factors that influence practice with families affected by maltreatment. Research design, ethical issues in research, the professional’s role in research and the application of technology are examined. Students will explore the use of computers and technology for processing and managing data.

CAST: Graduate school

- Law schools: Child Abuse and the Law (MDT taught)
- Seminary: 3 credit course recently completed
- Currently have a 10 hour course
  - 6 hours: ACE research, how offenders operate in faith communities, appropriate policies, managing sex offenders in the congregation, impact of abuse on spirituality
  - 4 hours: addressing spiritual questions, papers and presentations

Spirituality and trauma recovery

Religiosity, Spirituality, and Trauma Recovery in the Lives of Children and Adolescents

Thomas Bryant-Davis, Monique U. Ellis, Elizabeth Brule-Maynard, Nathan Moon, Pamela A. Compa, and Gene Anderson
Prepster University

Spirituality and religion are important but often neglected areas of clinical exploration. In recent years, there has been an increased focus on religion and spirituality in the provision of mental health services. However, while these studies demonstrate the importance of religion and spirituality, they also reveal that much of the research provided suffers from a lack of empirical precision. This paper explores the role of religion and spirituality in the lives of children and adolescents who have been, or are currently, engaged in treatment. It aims to determine the role of religious and spiritual experiences in the lives of children and adolescents who are trauma survivors in treatment.
CAST: medical school

- Medical School: 9 month elective, 2 hours once a month, paper plus work with adolescent inpatient
- Implemented University of Toledo College of Medicine
- Four published studies:
  1. Students completing elective “significantly more prepared to identify signs of maltreatment”
  2. To report a cases of suspected abuse even if they didn’t know for sure
  3. To recommend or secure needed services for a maltreated child or adolescent Knox, et al., International Journal of Adolescent Medicine and Health [2013]

From CAST to CAAST

- Working with the National Committee on Prevention of Elder Abuse and Indiana University of Pennsylvania to include a semester course on elder abuse.
- When developed, universities could have a program on child maltreatment and domestic violence (CAST) or child abuse, domestic violence, and elder abuse (child and adult advocacy studies or CAAST)

CAST/CAAST Universities, Medical Schools, Law Schools Seminaries

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It’s so real you can touch it

Expansion of CAST

Penn State offers new minor in Child Maltreatment and Advocacy Studies
Even around the world

From CAST to CAAST

Who has implemented CAST?
The leaders of tomorrow

How do you change the world?

University of Mississippi
CAST Approval process

Approval Process

CAST Approval process

The National Child Protection Training Center
Police, CPS and prosecutors must become community leaders in prevention

- Training must begin in college and continue once in the field: move entrenched systems, think outside the box, identify and respond to the unique needs of each community
- The role of CAST
- Simply put, prevention from the ground up (CED and JWRC)
The first 40 years (2001-2040)

• Get kids into the system: CAST (first course)
• Quality interviews: ChildFirst state courses
• Competent civil/criminal investigations: the end of on the job training and continued training for those in the field (CAST second and third course)
• Prevention from the ground up (CAST third course)
• Cultural sensitivity: race, religion, socioeconomic status, etc
• Survivors/child advocates organize (Male Survivor, etc)
• The tipping point (the New York experience)

Three things necessary

• First, need connectors who spread the message
• Second, the message must possess “stickiness” in that you can’t get it out of your head
• Third, social epidemics are driven by the “power of context” in that the solution must not be far removed from the problem solver. Unto the 3rd generation turns the world upside down.
• The next 80 years (2040-2120)

The final obstacles

• Believing we can end abuse
• The legacy of Henry Wallace
• The last full measure
To obtain an electronic copy of Unto the Third Generation (Revised & Expanded)

- Visit the website of Hamline University School of Law & click on Hamline Journals (2006)
- Or visit www.ncptc.org
- Or just e-mail me at vivieth@gundersenhealth.org