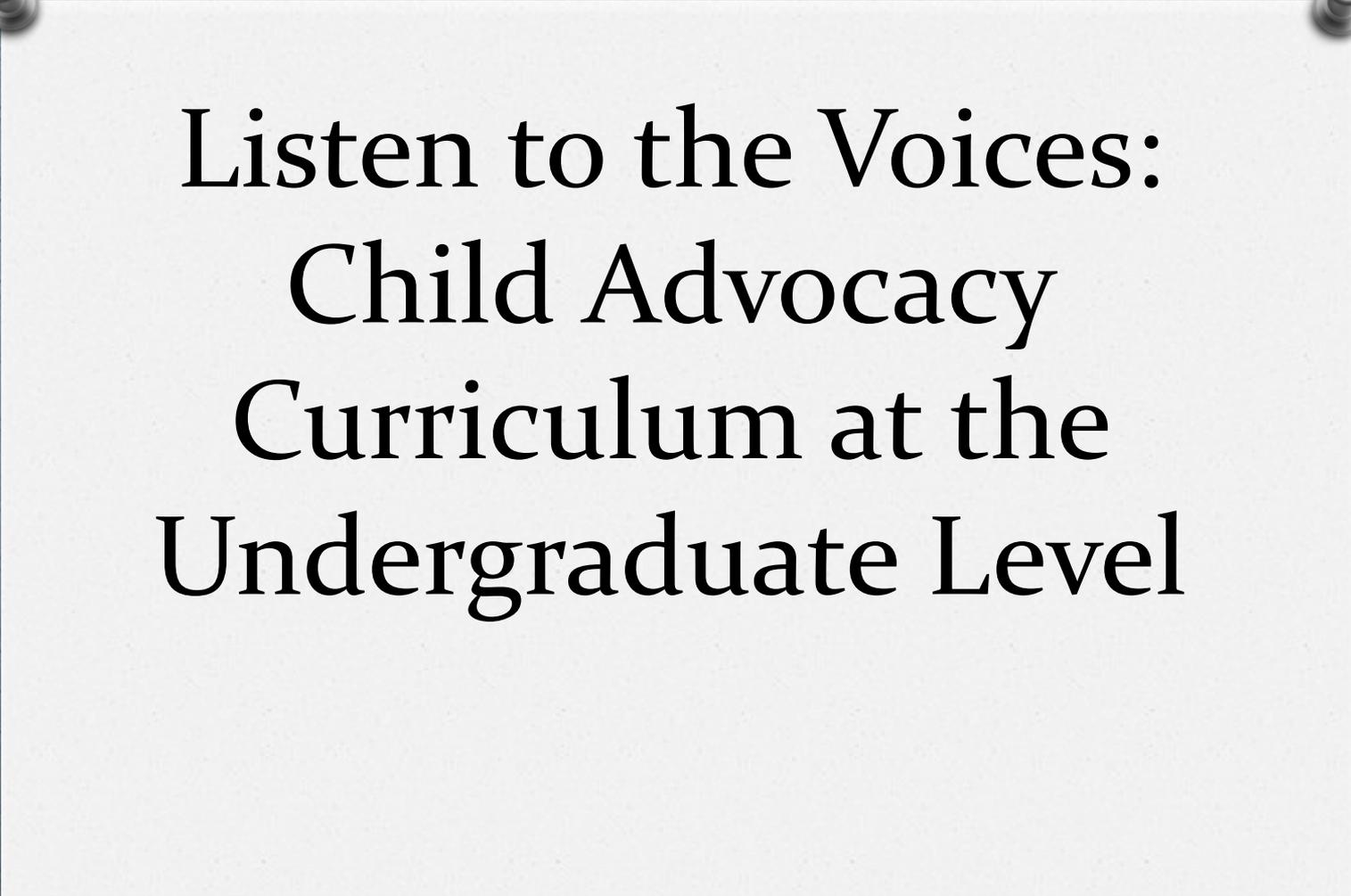




**LISTEN TO THE VOICES: CHILD ADVOCACY CURRICULUM AT THE  
UNDERGRADUATE LEVEL**

**By: Barbara Matchette, MSW**

**Presented at:  
NACSW Convention 2015  
November, 2015  
Grand Rapids, Michigan**



Listen to the Voices:  
Child Advocacy  
Curriculum at the  
Undergraduate Level

Pursuing Shalom: Serving our neighbors  
locally & globally

NACSW Conference

November 12-15, 2015

Grand Rapids, MI

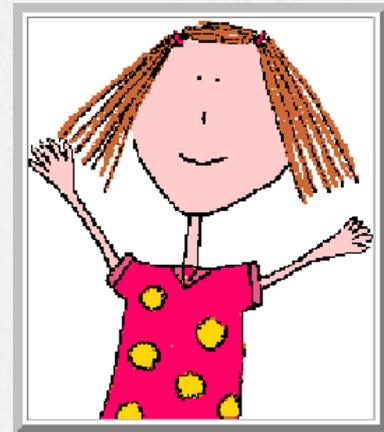
Barbara Matchette, MSW, LCSW

Indiana Wesleyan University

Marion, IN

# History of CAC

- o 2003-04
- o Child Protection Team
- o Assistant Prosecutor, Jim Luttrull
- o Murder Case: local case
- o IWU student intern
- o CAC opens: Spring 2004



# National Child Protection Training Center

- o The National Child Protection Training Center (NCPTC) is a federally funded training program of the National Association to Prevent Sexual Abuse of Children. Congress and the United States Department of Justice has awarded federal funds to the Center to assist in designing the curriculum and in disseminating the curriculum throughout the United States.
- o Victor Vieth, Director Emeritus and founder





## **Gundersen National Child Protection Training Center**

Offices in:

**Minneapolis, MN**

**Winona, MN**

**La Crosse, WI**

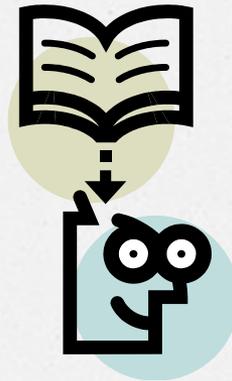
**Bentonville, AR**

# Purpose

- o Reduce the cyclical incidences of child abuse
- o Reduce from millions to thousands the number of children victimized
- o Who will be the conveyers of the knowledge of how to eradicate child maltreatment?
- o Universities are training the front line professionals
  - o Taking academia into the offices/streets

# Certificate Process

- o Training in Minnesota
- o Curriculum committee approvals
- o Spring 2013, first class offered
- o Spring 2016, first student to graduate with the certificate
- o Spring 2016, first time all 4 classes will be offered



# Classes

- o Child Maltreatment
- o Sociology of Child Poverty
- o Global Child Poverty
- o Interpersonal Violence



# Child Maltreatment

## o Course Description

This course is the introductory course for the child advocacy studies. 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, or other areas where knowledge of child maltreatment and advocating for children might be necessary. Much of the work will be hands-on.

# Sociology of Child Poverty

## o Course Description

- o This semester you will learn how to analyze poverty and child poverty in the U.S. from a sociological perspective as well as exploring both of these issues in an international and historical context. You will understand the demographics of poverty and the effects of poverty on children. You will critically evaluate sociological research and theories of the causes of poverty and child poverty. You will also evaluate societal responses to poverty and child poverty, particularly as poverty relates to child maltreatment.

# Global Child Poverty

## o **Course description**

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, psychology, nursing 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.

## o **Course Outcomes**

This course is designed in parallel with Indiana Wesleyan University's mission of being a Christ-centered academic community committed to changing the world developing students' character, scholarship, and leadership.

Students will demonstrate knowledge of the cultural, political, religious, economic and social issues influencing the welfare of the child and his or her family.

Students will apply a model of critical thinking/analysis to child maltreatment issues from a global child advocacy perspective.

Students will demonstrate knowledge of the legislative strategies and social movements in selected countries that have impacted global child maltreatment issues.

Students will demonstrate knowledge of civil and criminal laws, the cultural differences that have affected child maltreatment laws internationally, and the opposing positions surrounding these laws)

Students will apply perspectives and professional skills to work and intervene in the area of global child welfare issues.

# Interpersonal Violence

- o Course that was on the existing course schedule and was taught out of the Criminal Justice Dept.



# Assessments, Assignments

- o Child Maltreatment
  - o Controversial Topic Presentation
  - o Exams
  - o Child Experience Project
  - o Case Study
  - o Exams
  - o Guest Speakers



# Assessments, Assignments

- o Sociology of Child Poverty
  - o Research analysis
  - o Exams
  - o Quizzes
  - o Service Learning
  - o Exams
  - o Presentation of service learning

# Assessments, Assignments

## o Global Child Poverty

Global Child Assessment

Global Child Issue Presentation

Global Child Advocacy Issue Paper

Exams



# Assessments, Assignments

- o Interpersonal Violence
  - o Violent Offender Presentation
  - o Field Journals
  - o Exams
  - o Field Experience Participation



“I believe we can end child abuse in the United States within three generations. If we start the clock ticking from this moment, this gives us 120 years to get the job done.”, Victor Vieth.

Vieth, V. (2005). Unto the third generation: A call to end child abuse in the United States within 120 years, *Journal of Aggression, Maltreatment & Trauma*. 12(3-4), 5-54.

We must **listen** to the voices of children,  
**speak** up as **advocates** and **protect** our  
future, our **children**.

