PAD 482 CAST  
Global Child Advocacy Issues  
Fall 2015  
Second CAST Certificate Course

Instructor: Dr. Betsy Goulet  
Office: PAC 423  
Telephone: (217)206-8523 (office) and (217)971-8632 (cell)  
E-mail: bgoul2@uis.edu

Class Communication: Blackboard, E-mail and Phone Calls  
Blackboard Help email and phone: techsupport@uis.edu /217-206-7357

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 public administration, criminal justice, education, social work, nursing sociology, psychology, legal studies, 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.

Major focus and objectives of the course

The course is designed to increase student understanding of the lives of a children growing up in various countries around the globe. The purpose of this course is to prepare students to recognize health, maltreatment, cultural, religion, political, and social advocacy issues in the child’s country that affect the welfare and well-being of the child. The overall goal of this course is to increase understanding of the role of the advocate and be able to demonstrate advocacy skills for a chosen population.

This goal will be addressed through the following objectives:

Students completing this course will be able to:

A. Assess the cultural, political, religion, economic and social issues influencing the welfare of the child and his or her family.  
B. Familiarize himself/herself with the laws related to child maltreatment for a selected country.  
C. Describe the role of professionals from different disciplines that provide services for children and their families for a selected country.  
D. Describe international court-based and dispute resolution strategies in global child advocacy.  
E. Become familiar with legislative strategies and social movements in selected countries.
F. Identify community education and interventions related to child abuse prevention in selected countries.
G. Discuss the role of interdisciplinary approaches in advocating for the rights of children.
H. Explain how issues of race, class, sexual orientation, religion, gender and social justice can influence advocacy with children who have been maltreated.
I. Explain the role of the child advocate in addressing social justice and in promoting a non-violent society.

Course Topics and Final Paper Outline
I. Introduction to assessment of global social, political and economic factors in child advocacy
   A. Global political factors, e.g. U.N. declaration of children’s rights
   B. Global social factors, e.g. poverty and education
II. Assessing factors related to the acceptance of interpersonal violence
   A. Power within the family
   B. History of violence in the culture
III. Assessing the rights of women, disabled, and other marginalized populations within a country.
   A. Sex trafficking
   B. Perceptions of deviant behaviors, abnormal, unhealthy, elderly and unproductive members of society.
   C. The “ideal” family
IV. Assessing ethical and moral values within a culture
   A. Family configuration
   B. Providers of ethical and moral values
   C. Enforcers of ethical and moral values
V. Legislative strategies and social movements
   A. Mandated reporting
   B. Mandatory education
   C. Care of impoverished children
   E. Responsibilities of parents
   F. Adoption and foster care
VI. Court based dispute resolution strategies
   A. Civil resolutions
   B. Criminal resolutions
   C. Mediation
 VII. Advocacy in the future: multilevel system change
   1. Implementing advocacy plans
   2. Changing the acceptance of violence
   3. Increasing societal commitment to children and families
   4. Funding
   5. Local community support

Editors: V. Kumari & S. Brooks
Supplemental Readings will be assigned throughout the course.

Primary Assignment:
Evidence based practice paper on a global child advocacy issue. Students will choose a country and describe the following: identified child advocacy problems in the country, sex-trade trafficking, position on the U.N. declaration of children’s rights, usual family configuration and treatment of the child and other relevant health and welfare issues. This scholarly paper will be a total of 8-10 pages in length. Initially, a 3-4 page literature review will be due prior to the full paper and the remaining 5-6 pages will cover the information listed above.

INSTRUCTIONAL PLAN

This course will include lectures and student-facilitated discussions on Blackboard. Students will complete exercises and assignments that require them to demonstrate mastery of the analyses and skills developed in the course.

COURSE REQUIREMENTS AND METHODS OF EVALUATION

1. Participation/Discussions 40%
2. Literature Review 20%
3. Evidence based practice paper 40%

TOTAL 100%

Grading Scale
92-100 = A 84-91=B 74-83=C 62-73=D
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Required Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK ONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 1</td>
<td>• Review of Syllabus and schedule</td>
<td>• Write a brief introduction of yourself and respond to at least three other students.</td>
</tr>
<tr>
<td></td>
<td>• Questions?</td>
<td>• Read the book’s Introduction Pages 20-39</td>
</tr>
<tr>
<td>WEEK TWO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 8</td>
<td>• Intro to global, social, political and economic factors in child advocacy</td>
<td>• Read “Why Should the United States Ratify the Convention on the Rights of the Child?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respond to discussion board question and write a response to two other students’ postings</td>
</tr>
<tr>
<td>WEEK THREE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 15</td>
<td>• Global, social, political and economic factors in child advocacy (continued)</td>
<td>• Read Chapter 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respond to discussion board question and write a response to two other students’ postings</td>
</tr>
<tr>
<td>WEEK FOUR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 22</td>
<td>• At-Risk Children</td>
<td>• Read “Forming Partnerships: The Human Rights of Children in Need of Care and Protection”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respond to discussion board question and write a response to two other students’ postings</td>
</tr>
<tr>
<td>WEEK FIVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 29</td>
<td>• At Risk Children</td>
<td>• Read “What Human Rights Law Obscures: Global Sex Trafficking and the Demand for Children”</td>
</tr>
<tr>
<td></td>
<td>Literature Review Due Friday, June 26</td>
<td>• Respond to discussion board question and write a response to two other students’ postings</td>
</tr>
<tr>
<td>WEEK SIX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 6</td>
<td>• The Response of Child Welfare Systems</td>
<td>• Read Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respond to discussion board question and write a response to two other students’ postings</td>
</tr>
</tbody>
</table>
| WEEK SEVEN          | July 13 | • Group Discussion Board Project  
|                    |        | • Cultural Competency            |
|                    |        | • See group/chapter assignment posted under Content tab  
|                    |        | • Read “Cultural Difference and Adoption Policy in the United States: The Quest for Social Justice for Children” |

| WEEK EIGHT          | July 20 | • Legislative Strategies         |
|                    |        | • Read Restorative Justice through a Children’s Rights Lens”  
|                    |        | • Respond to discussion board question and write a response to two other students’ postings |

| WEEK NINE           | July 27 | Final Paper Due Friday, July 24 |
|                    |        | Enjoy the rest of your Summer!   |