



# Child Advocacy Studies (CAST)

**Victor I. Vieth**

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**Director of Education & Research**

**Zero Abuse Project**

**[victor@zeroabuseproject.org](mailto:victor@zeroabuseproject.org)**

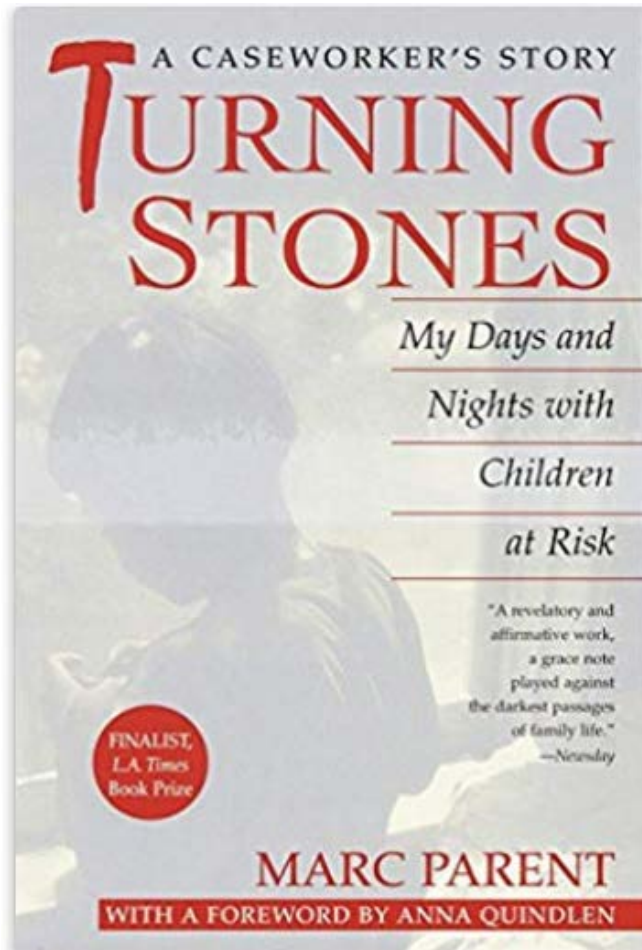
# Agenda

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- **The need for undergraduate and graduate reform**
- **CAST undergraduate and graduate programming**
- **Early research on CAST**
- **The “Mississippi Model”**

# Marc Parent

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**“I 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.”**

THE DENVER POST

## FAILED TO DEATH | AN INVESTIGATIVE SERIES



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FAILED TO DEATH - AN EIGHT-PART DENVER POST INVESTIGATIVE SERIES

### Seeking solutions to improve Colorado's child welfare system

By Jennifer Brown, Christopher N. Osher and Jordan Steffen  
The Denver Post

POSTED: 11/18/2012 12:01:00 AM MST

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de Danita Johnson's Story



## COLORADO'S FAILED CHILDREN

FAILED TO DEATH - PROFILE



damaged in fire



# The boy they couldn't save

Article by: [BRANDON STAHL](#), Star Tribune | Updated: September 2, 2014 - 2:38 PM


Special report: On 15 occasions, day-care workers and others told Pope County authorities that they suspected Eric Dean was being hurt. But it was not enough. His death exposes the failure of a system charged with protecting the youngest Minnesotans.



▼ hide

**A photograph of Eric Dean taken by his special education teacher, Mindy DeGeer, was presented by the prosecution as evidence during the May 2014 trial of Amanda Deltier in the death of her**

Photo: **JEFF WHEELER,**

 [Star Tribune photo galleries »](#)

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## Child protection in turmoil across the country

Article by: [BRANDON STAHL](#), Star Tribune | Updated: November 30, 2014 - 5:53 AM

Across the country, child protection systems are in a constant state of crisis.



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Gov/ Mark Dayton made a brief statement at the first child

Photo: Brian Peterson. Star

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- **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

# **The problem extends to graduate schools**

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- **Many APA accredited graduate programs “fall far short” of guidelines proposed by the APA for minimal levels of competence in handling child maltreatment cases**
  - **Champion, et al (2003)**



# Kenny & Abreu (2015)

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*Journal of Child Sexual Abuse*, 24:572–591, 2015

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DOI: 10.1080/10538712.2015.1042185



## **Training Mental Health Professionals in Child Sexual Abuse: Curricular Guidelines**

MAUREEN C. KENNY

*College of Education, Florida International University, Miami, Florida, USA*

ROBERTO L. ABREU

*College of Education, University of Kentucky, Lexington, Kentucky, USA*

# Medical schools (Dichter 2018)

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# Wood, et al (2015)

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## U.S. Hospitals May Often Miss Signs of Child Abuse

Less than half follow up on suspicious fractures among at-risk kids, study finds

Monday, July 13, 2015

MONDAY, July 13, 2015 (HealthDay News) -- Many U.S. hospitals may miss an opportunity to detect physical abuse in babies and toddlers, a new study reveals.

The study, of more than 300 hospitals nationwide, found a huge variation in adherence to a long-standing guideline on screening for physical abuse.

That guide, from the American Academy of Pediatrics, says that when a child younger than 2 has injuries that suggest possible physical abuse, doctors should order X-rays to look for "occult" bone fractures. Those are bone breaks that aren't readily apparent during an exam, and may be old injuries healing on their own.

An occult bone fracture does not always need treatment, but it can help confirm suspicions of abuse, said Dr. Joanne Wood, lead researcher on the new study.

**Related MedlinePlus Health Topics**

[Child Abuse](#)

[Fractures](#)

[X-Rays](#)

# Law schools (University of Illinois 2004)

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# Seminary education (Betz 2015)

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# Spiritual impact of child abuse

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## Psychology of Violence

### **Divine Spiritual Struggles and Psychological Adjustment Among Adolescents Who Have Been Sexually Abused**

Ernest N. Jouriles, Caitlin Rancher, Annette Mahoney, Colton Kurth, Katrina Cook, and Renee McDonald

Online First Publication, December 19, 2019. <http://dx.doi.org/10.1037/vio0000274>

#### CITATION

Jouriles, E. N., Rancher, C., Mahoney, A., Kurth, C., Cook, K., & McDonald, R. (2019, December 19). Divine Spiritual Struggles and Psychological Adjustment Among Adolescents Who Have Been Sexually Abused. *Psychology of Violence*. Advance online publication. <http://dx.doi.org/10.1037/vio0000274>

# USDOJ Report

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# USDOJ Recommendation (2.3)

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- “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.”



# CAST 301: Perspectives on Child Maltreatment

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- **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

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- **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

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- **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

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- **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

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- **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

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- **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

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- **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

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- **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

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- **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

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- **Law schools: Child Abuse and the Law (MDT taught)**
- **Seminary: 3 credit course**
- **Ten hour, 1 credit course:**
  - **ACE research, how offenders operate in faith communities, appropriate policies, managing sex offenders in the congregation, impact of abuse on spirituality**
  - **Spiritual care: addressing spiritual questions, papers and presentations**

# CAST: medical school

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- **Medical School: 9 month elective, 2 hours once a month, paper plus work with adolescent inpatient**
- **Implemented University of Toledo College of Medicine and Wm & Carey**
- **Six 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)**

# Research on CAST medical school

## Incorporating Child Maltreatment Training into Medical School Curricula

Heather L. Pelletier<sup>1,2</sup> • Michele Knox<sup>1</sup>

Published online: 12 May 2016

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**Abstract** The Child Advocacy Studies Training (CAST) program has been implemented at the graduate and undergraduate levels, but has not been incorporated in medical school training. This study examines the efficacy of a modified version of the CAST program that is tailored to meet the educational needs of medical students. A total sample of 75 first year medical students (57 at 6 month follow-up) participated in the study and completed analogue vignettes depicting cases of maltreatment. It was hypothesized that, relative to the comparison group, students who completed CAST training would demonstrate better accuracy at identifying and reporting maltreatment. Results indicated that CAST students demonstrated

disorder, and criminal behavior, among others (Anda et al. 2006; Copeland et al. 2007; Johnson et al. 2002; Rhodes et al. 2013). Negative physical consequences of child maltreatment such as injuries, death, chronic obstructive pulmonary disease, smoking, heart disease, liver disease, and drug use have been identified (Anda et al. 2012; Corso et al. 2008; Repetti et al. 2002; Taylor et al. 2004). Adverse health-related consequences of child maltreatment also include physical disabilities and developmental delays that impede brain development and learning (Scarborough et al. 2009; Sullivan and Knutson 2000).

- Improved knowledge in identifying and responding to child maltreatment
- More likely to recommend or secure services while working as a team
- Engagement in prevention
  - Pelletier & Knox

# Research on undergraduate CAST

Surv Child Abuse Trauma (2017) 10:248–266  
DOI 10.1007/s40538-016-0037-y



## ORIGINAL ARTICLE

### Lessons Learned from Students Surveys in a Child Advocacy Studies (CAST) Program

Aarna K. Osgood<sup>1</sup>

Published online: 4 May 2016  
© Springer International Publishing 2016

**Abstract** The development of the (CAST) curriculum was spearheaded at Winona State University in collaboration with the National Child Protection Training Center a decade ago. By 2007, a full minor program and core curriculum were established and had been shared across the country as a model curriculum for undergraduates seeking careers as child-serving professionals. This paper will briefly review the development of the CAST curriculum, will outline two data collection projects among CAST students, will summarize the findings from these two questionnaires, and will incorporate lessons learned from students to provide other CAST and CAST-like programs with insight from our experience.

**Keywords** CAST · Child advocacy · Training · Programs · Child maltreatment

#### History of Child Advocacy Studies (CAST) at Winona State University

A decade ago, in cooperation with the National Child Protection Training Center (NCPTC), faculty from Winona State University (WSU) began developing a new undergraduate core curriculum. The intent of the program was to better prepare future child protection workers, law enforcement officers, and others who would be serving children to deal with issues of child maltreatment. With the goal of developing a

model curriculum to be shared across the country (and perhaps the world), three faculty members from nursing, social work, and criminal justice developed three courses that would become the core curriculum for Child Advocacy Studies (CAST). This process was made possible in part by some releases granted to the three faculty members and a well-defined subtextual by one member.

First outlined in Victor's Voth's *Unto the Third Generation: A Call to End Child Abuse in the United States* within 120 Years (2006), the CAST curriculum sought to educate future front-line professionals while they are in college. This effort would better prepare professionals to "hit the ground running" when entering their chosen fields. By given students the skills to recognize, react, and respond to situations of maltreatment, cases of maltreatment would be better investigated, and as Voth suggested, child abuse would see its end.

This conclusion was based in part on Felitti et al.'s (1998) work on adverse childhood experiences (ACEs). The ACE Study looked at more than 8,000 adults and reviewed their past and current medical histories in the mid- to late-1990s. Events classified as ACEs ranged from instances of psychological abuse to physical and sexual abuse to instances of substance abuse, mental illness, or violence in the household to instances of parental incarceration. More than half of respondents reported experiencing at least one of the adverse childhood events.

When considering the relationship between childhood exposure to an adverse event and adult health status, the association was clear. Felitti et al. found that the likelihood of adulthood smoking, obesity, physical inactivity, depression, suicide attempts, alcoholism, use of illicit drugs, high numbers of sexual partners, and STDs all increased as the number of ACEs increased. More dramatically, those who experienced more than four ACEs were

Surv Child Abuse Trauma  
https://doi.org/10.1007/s40538-016-0037-y

## ORIGINAL ARTICLE

### Responding to Basic and Complex Cases of Child Abuse: a Comparison Study of Recent and Current Child Advocacy Studies (CAST) Students with DSS Workers in the Field

Jennifer Parker<sup>1</sup> · Lynn McMillan<sup>2</sup> · Stacey Olson<sup>2</sup> · Susan Ruppel<sup>1</sup> · Victor Voth<sup>3</sup>

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#### Abstract

In an effort to improve the training of future child protection professionals, more than 70 universities and graduate schools in the United States have implemented Child Advocacy Studies (CAST) minor or graduate programs. In order to assess the efficacy of these programs, 46 current and recent graduates of a CAST minor and 43 child protection professionals currently employed by a Department of Social Services (DSS) were given two vignettes. The first vignette involved a clear case of sexual abuse and the second vignette involved a more complex case involving polyvictimization. The students were asked to identify various systems that needed to be involved, potential corroborating evidence, risk and protective factors, and type of victimization. In the case of sexual abuse, the current CAST students and CAST graduates performed at the same level as DSS caseworkers. On the more complex polyvictimization scenario, the current CAST students and CAST graduates performed significantly better than all levels of DSS caseworkers in identifying systems that respond to child maltreatment and in identifying psychological and emotional abuse. The results of this study suggest that undergraduate CAST minors may be an effective model for improving the knowledge and skills of future child protection professionals in responding to complex cases of maltreatment.

**Keywords** Child abuse · Child welfare training · Child advocacy studies

Inadequate training for future child protection professionals at the undergraduate and graduate level is widely cited in the literature (Voth 2006). In a search of the websites of 1416 universities and colleges, researchers found that only 29% (410) of those web sites had any course work addressing issues of child maltreatment. Not one of the 1416 universities or colleges had a concentration, much less a minor in child maltreatment (Johnson 2015).

In a qualitative study, researchers interviewed 166 frontline child protection professionals about their education. The vast majority of respondents indicated very little undergraduate or

graduate training on child abuse. In fact, most respondents indicated they had no training on child abuse cases before entering the field. As one example, a sheriff's deputy with a bachelor's degree in criminal justice reported he has handled more than 600 child sexual abuse (CSA) cases in his career but his entire training was "on the job" (Voth 2013).

In a study on the undergraduate training of nursing students, researchers found that 79% of the programs had not developed a violence-based student competence and 68% of the programs did not evaluate violence content (Whitfield and Breun 2002). Of the 359 undergraduate nursing programs reporting classroom hours on child abuse, 62% reported 2–4 h of training and 18% reported only 1 h of classroom instruction on child abuse or readings only (Woodli and Breun 2002).

Inadequate training may be particularly noticeable in newer or emerging areas of child protection. A qualitative study of social workers found that all of those workers felt inadequately trained to effectively respond to the needs of children who were victimized by online images of their sexual abuse (Martin 2016).

✉ Jennifer Parker  
jparker@wisc.edu

<sup>1</sup> Child Protection Training Center, University of South Carolina, Spartan, 160 E. St. John Street, Spartanburg, SC 29586, USA

<sup>2</sup> Center for Child Advocacy Studies, University of South Carolina, Spartan, Spartanburg, SC, USA

<sup>3</sup> Zero Abuse Project, St. Paul, MN, USA

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Springer

✉ Aarna K. Osgood  
a.osgood@winona.edu


<sup>1</sup> Department of Sociology, Winona State University, 175 West Main Street, Winona, MN 55997, USA




# CAST Programs



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## CHILD ADVOCACY STUDIES





# Child Advocacy Studies (CAST)

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## Vision Statement

UMSL's Child Advocacy Studies (CAST) program prepares students across multiple disciplines to be trauma-informed professionals who respond appropriately to experiences of traumatic stress and maltreatment in children and adolescents.

## Mission Statement

In line with national standards provided by the National Child Protection Training Center (NCPTC), UM-St. Louis' CAST program equips students through quality coursework including exposure to research and evidence-based responses to child





Minor in Child  
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## Child Advocacy Studies

**OKCU's Child Advocacy Studies programs teach students why children are mistreated, and how best to treat these children.**

**Unravel a complex system:** You'll learn to work effectively within the multiple systems and institutions involved in maltreatment cases, and how to handle the situations with the children and their families.

**Intervene, Prevent, and Advocate:** Get specialized training in how to intervene and prevent child maltreatment, and learn to advocate for social change to decrease child maltreatment.

**For Undergraduates or Working Professionals:** The CAS certificate and minor are ideal for college students who plan to make a difference in young lives—but they're helpful for many different backgrounds.



## School of Social Work

### About

### Academics

- Careers in Social Work
- Bachelor of Social Work (BSW)
- Master of Social Work (MSW)
- Dual Master's with Church & Community Ministries
- Child Advocacy Studies (CAST) Minor
- Field Education
- Professional & Technical Standards
- Student Learning Outcomes Assessments

Scholarships & Graduate Assistantships

Continuing Education

## Child Advocacy Studies (CAST) Minor

The 18-hour Child Advocacy Studies minor has certain prerequisites, but is open to all majors. The minor:

- Provides students with knowledge of how to organize and implement a multidisciplinary response to child maltreatment
- Focuses on experiential, interdisciplinary, ethical, and culturally sensitive content that provides a collective knowledge base for responding to child maltreatment for professionals who work with children
- Was developed to better equip students to carry out the work of various agencies and systems (healthcare, criminal justice, social services) as they advocate on behalf of the needs of children as victims and survivors of child abuse
- Is interdisciplinary and requires students to take courses within multiple disciplines including criminal justice, psychology, sociology, and child and family studies
- Is supported by the Mississippi Attorney General's Office; Children's Advocacy Centers of Mississippi; and Mississippi's Child Protective Services

### Contact

Dr. Tamara Hurst at [tamara.hurst@usm.edu](mailto:tamara.hurst@usm.edu) or 601.266.4173.





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### How to Become a Child Advocate:

#### Child Advocacy Studies (CAST)

**Child Advocacy careers** attract a number of our students, especially those in Forensic Psychology, the Clinical concentration, and our Applied Behavior Analysis students. Within the School of Psychology, our undergraduate students have the option of entering the CAST program. The CAST curriculum focuses on the interdisciplinary, ethical, realistic and culturally sensitive content that provides **professionals working in child advocacy careers** with a foundation for responding to child maltreatment. To develop our CAST certificate, faculty members received training from the National Child Protection Training Center, focusing on the best ways to decrease burnout and increase effectiveness for those in social work, criminal justice, nursing, and other **child advocacy careers**.



#### Requirements for the CAST certificate

While not a typical certificate program, the CAST program builds a knowledge base for students wanting to work on behalf of **child victims or survivors of child abuse**. Having the CAST program on your resume shows employers that you understand the difficulties inherent in these special cases. The following classes are required:

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# CHILDREN'S ADVOCACY STUDIES

*Minor***College:** [College of Liberal Arts & Communication](#)**Department:** [Criminology, Sociology, and Geography](#)

## Description

The Child Advocacy Studies (CAST) minor is an interdisciplinary minor that provides comprehensive training to students who plan to work in a variety of areas serving children. The goal is to provide more comprehensive undergraduate training in the following:

*Please consult with your advisor if you plan on pursuing a minor in Children's Advocacy Studies.*

## Curriculum

Curriculum and minor requirements can be found in the most current Undergraduate Bulletin.

[Visit the bulletins page >>](#)



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## Family and Consumer Sciences

# Child Advocacy Studies (CAST) Minor

The interdisciplinary undergraduate minor in Child Advocacy Studies (CAST) provides students majoring in social work, public health, nursing, criminal justice, psychology, education, family and child science, counseling and community psychology, and other disciplines with evidence-based, culturally relevant knowledge and skills to improve the outcomes for maltreated children in New Mexico or wherever their paths may take them.

The core courses, worth three (3) credits each, will be focused on the needs specific to New Mexico and will adhere to both statewide and national best practice standards on the welfare of children. The remaining nine (9) out of the total of 18 required credits will come from courses that the students chooses from a list of selected courses being taught across campus. View the [Child Advocacy Studies Program Overview & Contacts](#) for more





## COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

# Child Advocacy Studies

## CERTIFICATE

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# Certificate in Child Advocacy Studies (CAST)

## Purpose

This certificate was developed to assist students interested in pursuing a profession in which they will come in contact with children: case workers, teachers, nurses and other medical personnel, law enforcement officers, mental health professionals, day care providers, and clergy, among others. The certificate is designed to help these professionals learn to recognize the symptoms and the effects of child maltreatment, practice interviewing techniques, and identify intervention strategies. This certificate is open to all students, regardless of major. Students already enrolled in a degree granting program should seek guidance from their Academic Advisor or Certificate Coordinator to see how these credits correlate with their chosen major.

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.



## Child Advocacy Studies

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## Minor Program

The CAST minor program focuses on providing students with knowledge of the multiple disciplinary responses to child maltreatment and developing a multi-disciplinary understanding of the most effective responses. Students completing the courses in this program will be better equipped to carry out the work of various agencies and systems including health care, criminal justice and social services as they advocate on behalf of the needs of children as victims and survivors of child maltreatment.

The curriculum was developed with the help of the [National Child Protection Training Center \(NCPTC\)](#), a leading organization dedicated to ending child maltreatment and abuse in the United States. The Child Advocacy Studies minor was fully established in 2004 after review by local, state and national experts.

## Required Classes



# Community colleges

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## CHILD ADVOCACY STUDIES



# Online and graduate CAST programs

Montclair State University Online

MENU

SEARCH

APPLY

## MA in Child Advocacy and Policy – Online

Online

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Graduate Degrees

- Business Administration (MBA) - Online
- Child Advocacy and Policy (MA) - Online

Contact Us Request Information

The Department of Social Work and Child Advocacy at Montclair State University offers the region's premier undergraduate and graduate academic programs that specialize in service and advocacy to children, youth and families. Our unique focus, small size graduate classes and distinguished faculty give students an unrivaled opportunity to prepare for work as career professionals serving children.

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Child Advocacy Studies Training (CAST) is a nationally recognized curriculum to train students how to effectively address child abuse and neglect in real world applications through Multidisciplinary Team coordination. Successful completion of these courses will enable students to identify child abuse and neglect, report child maltreatment appropriately, and become a viable community team member in the prevention and remediation of child maltreatment. The current Multidisciplinary Team approach to family/victim advocacy, forensic interviews, investigations, service provision, prevention, community education and prosecutions is actively modeled in skill building activities throughout the courses. Child maltreatment and other adverse childhood experiences have been shown to adversely affect human development, which adds to a host of societal problems. The CAST program's goal is to work with our community as a whole to eradicate child maltreatment in the years to come.



# Experiential Training: Mock House







# Northwest Arkansas Community College

## Southern Regional Training Center Bentonville, AR





# Mock house NWACC

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# Use of actors

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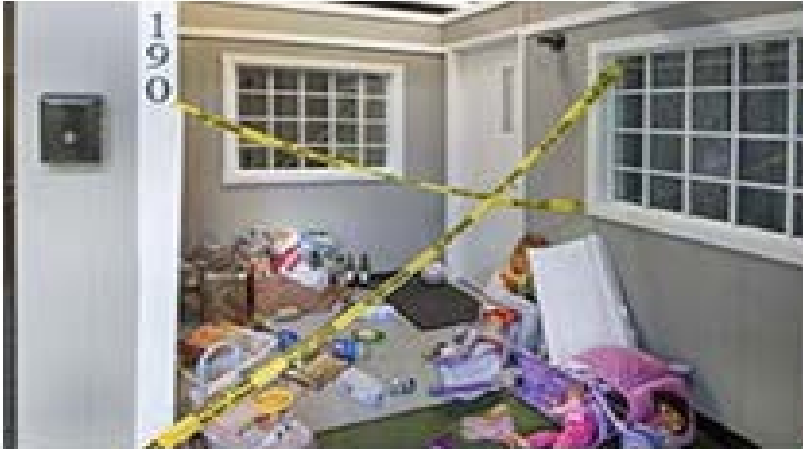
# Mock House Alliant University

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**Thank You**

