

Title: Adverse Childhood Events and Stress in Children Books: University Students Learn and Implement Knowledge to Detect Harmful Exposure to Kids in Children Books

Keywords: Stress in Childhood; Childhood Adverse Events; Education.

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Background: Childhood Adverse Events and Stress (ACE&S) may have detrimental effect on the wellbeing and health of children, with lasting harmful consequences in adulthood. Children may experience different types of stress: Positive, tolerable and toxic, which differ in duration, intensity and consequences later in life. A positive adult figure can attenuate the harm.

A new "corner stone" ("Avnei Pina") course "Pediatrics:The Old and New Diseases" for undergraduate students of humanities and social sciences in the Hebrew University offers a unique opportunity to teach them the fundamentals of ACE&S.

Methods: Following a 90-minute lesson on ACE&S the students were offered a bonus assignment: to read a children book and write about the different types of stress that the kids in each story were exposed to, and the positive characters that have protective roles.

Result: 45(47%) out of 97 students chose to submit our proposed assignment. Of them, 30(67%) were women. The books were: Oliver Twist(5), Matilda(5), Pünktchen and

Anton(4), Emil and the Detectives(3), Charlie and the Chocolate Factory(3), The Adventures of Tom Sawyer(3), Harry Potter(3), James and the Giant Peach(2), Habechor Lebeit Avi(2), David Copperfield(1), Aviya's Summer(1), and others. 36/45(80%) successfully identified stressful events in the books using the conceptual ACE&S framework. 22 demonstrated some confusion in distinguishing between stress types.

Conclusion: Students from different disciplines can effectively learn about ACE&S and acquire tools to detect them in children books. We believe that these tools will serve them as individuals, employees, policy makers and social activists for the benefit of children.

Treating young children and parents exposed to violence and conflict: The therapist's role in repairing moral development.

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Exposure to violence and adverse traumatic experiences is harmful to the physical and mental development of young children (Harris, Lieberman & Marans, 2007). Attachment, the modulation of affect, metallization and problem solving capabilities are put at risk (Paynoos, Steinberg & Piacentini, 1999). In the case of domestic violence the role of the parent as a victim or a perpetrator undermines the ability of the child to rely on both his/her parents as attachment figures. Trust in society organization as a structure that can ensure safety is also at risk. As a consequence, the child's development of a moral conscience, especially at the Oedipal stage, is disrupted. Children exposed to violence are at high risk to be either subject to further victimization or to becoming violent adults themselves.

We claim that the therapist has a social responsibility to prevent the recurrence of violence in the future. As opposed to the classic stance of neutrality, the therapist needs to actively address themes of morality and conscience.

We will demonstrate, how by using principles of Child-Parent Psychotherapy (CPP an evidence-based model, developed by Lieberman & Van Horn, 2008, which is aimed at

helping children and parents deal with trauma), it is possible to help parent and child reorganize themes of good and evil, right and wrong, law and order, as they emerge from the personal story of the family.

The lecture will integrate theory and clinical vignettes to address objectives related to the therapist's role by conceptualizing 8 themes that the therapist might address in reconstructing trust and moral judgment in young children that were exposed to domestic violence

Values and Decision Making of Child Welfare Professionals: An Experimental and Cross-

Cultural Analysis

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two Professionals' personal values may highly influence their professional decisions. Over studies, we plan to first explore the association between values and decision-making, and whether experimental manipulation of value salience influences decision-making styles. then plan to explore whether the associations between values and decision-making vary We also level of professional experience. We plan to focus on child welfare across cultures and research on the factors that guide their decisions, and they professionals, since there is limited impactful consequences for the population they serve. Indeed, frequently make decisions with influential among child welfare professionals given the inherent values may be particularly their cases, such as whether a maltreated child should be level of emotion involved in study aim to examine how child welfare professionals' removed from their family. Our first are associated with decisions they make values (operationalized by Schwartz, 1992) conservation and openness values will regarding clinical vignettes. We hypothesize that of decisions made, such that influence the speed of decision-making and the extremity whereas openness values conservation values will elicit rapid and extreme decision-making experimentally test will elicit slow and moderate decision-making. Our second study will this change in whether child welfare professionals' values can be changed and, in turn, if of value values results in changes in decision-making. We hypothesize that a manipulation Our importance will elicit value change as well as changes in decision-making strategies.

integration of social psychology constructs with clinical decision-making paradigms can broaden the understanding of factors associated with professionals' decision-making and how influence them. to

Keywords: Values, Child Welfare Professionals, Intervention planning

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Two sides of the same neighborhood? Multilevel analysis of residents and child welfare workers perspectives on neighborhood disorder and collective efficacy

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In recent years neighborhood processes have been shown to influence child maltreatment rates, and accordingly neighborhood- based interventions have been suggested as helpful in preventing child maltreatment in multiple settings. Child welfare workers are a primary professional group that might be involved in such interventions. However, little is known about how this group perceives neighborhood processes, and how those perspectives align with those of neighborhood residents. The current study addresses this gap within 20 neighborhoods in Cleveland, Ohio. Four hundred neighborhood residents' perspectives on 'disorder' and 'collective efficacy,' two widely used neighborhood process measures, were compared to those of 260 child welfare workers familiar with the same neighborhood and providing services within its boundaries. Due to the nested nature of the sample we used multi-level modeling, taking into account some individual and neighborhood characteristics. Analyses show that welfare workers tended to perceive higher 'disorder' and lower 'collective efficacy' compared to the residents, even after adjusting for individual and neighborhood characteristics. Also, neighborhood characteristics influenced the two groups' 'disorder' perspectives in different ways. Furthermore, interesting racial effects were found within the residents' 'disorder' perspectives, consistent with some of the limited existing literature. These findings uncover possible gaps between the neighborhood views of these two groups. Attempts to implement neighborhood- based interventions should take these findings into account in order to develop the most effective programs.

Key words: Child welfare workers, neighborhood- based interventions, disorder, collective efficacy.