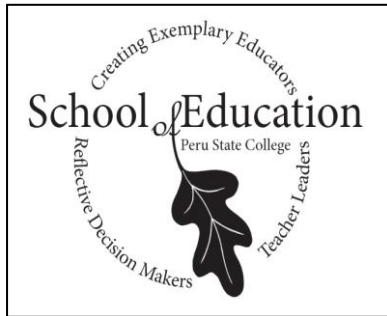


Department: School of Education
Course Number: Psychology 565
Course Title: Child Abuse and Neglect Detection
Credit Hours: 3
Web Page: <http://www.peru.edu>



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

Mission Statement

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Course Description:

The content of this course will cover a broad range of topics dealing with Child Abuse and Neglect. The course will emphasize the relationship between Child Abuse and the public schools. . A further emphasis will be placed on equipping the student to obtain competent detection and reporting skills, skills dealing with the treatment of victims, and valid tools for the prevention of Abuse and Neglect.

All aspects of the course will reflect the latest research on the topics being considered.

Prerequisites:

Graduate standing or permission of the instructor for qualified seniors.

Text: None required, however, in the Documents section students will find a file containing approximately 100 articles.

A Special Note: Students will be investigating many internet sites dealing with various aspects of Child Abuse and Neglect. Unfortunately, many, if not most of the terms you will use to locate material can also be used to locate adult and child pornography. Obviously, the instructor has no desire to expose anyone to unsavory and possibly illegal materials. The student is urged to use the greatest caution in their internet search. Before going to look at a site please read the source carefully. If in doubt, avoid that source. In the Documents Section of Blackboard your instructor has provided approximately 100 legitimate articles in a file titled Child Abuse and Neglect Literature. Use these examples to help guide you to legitimate sources of data. Also, use common sense. Articles produced by colleges, universities, recognizable government agencies and public or nonprofit agencies, are most likely to be legitimate sources of data. Please do not ignore this warning.

Topics and Objectives:

1. An examination of history and numbers.
 - a. Understanding the historical roots of Child Abuse and Neglect as a world wide problem.
 - b. Examining the historically unique aspects of Child Abuse in America.
 - c. Identifying significant child advocates in America and abroad.
 - d. Exploring the various means by which Child Abuse and Neglect incidents are recorded
2. Defining Abuse and Neglect.
 - a. Developing a functional definition for Child Abuse and Neglect.
3. The seven domains of Abuse and Neglect.
 - a. Examining the dynamics of Physical Child Abuse.
 - b. Examining the dynamics of Psychological Child Abuse.
 - c. Examining the dynamics of Sexual Child Abuse.
 - d. Examining the dynamics of a failure of caregivers to provide adequate food.
 - e. Examining the dynamics of a failure of caregivers to provide adequate shelter or clothing.
 - f. Examining the dynamics of a failure of care givers to provide adequate medical and/or dental care
 - g. Examining the dynamics of a failure of caregivers to provide adequate supervision.
4. Looking at the perpetrators.
 - a. Identifying the characteristics of typical perpetrators.
 - b. Identifying the characteristics of passive participants.
 - c. Examining the stages of acceptance or lack of acceptance for abusive acts.
 - d. Examining the role of substance abuse with respect to perpetrators
5. Looking at the victims.
 - a. Identifying the characteristics of typical victims.
 - b. Identifying typical reactions to victimization.
6. The reporting process
 - a. Identifying appropriate agencies.
 - b. Initial contact with reporting agencies.

- c. Understanding the follow-up process.
- 7. The relationship between Domestic Abuse and Child Abuse.
 - a. Identifying what constitutes domestic abuse.
 - b. Understanding the victim of domestic abuse.
 - c. Examining the cycle of domestic abuse.
 - d. Identifying remedies for domestic abuse
 - e. Understanding the role of law enforcement and the courts in domestic abuse
- 8. The relationship between Delinquency, Domestic Abuse, and Child Abuse
 - a. Examining the relationship between delinquent behavior and child victimization.
 - b. Examining how a dysfunctional home interacts with delinquency issues.
 - c. Exploring the statistical relationship between delinquency, domestic abuse and child abuse.
- 9. Child Abuse and related crime within the school environment
 - a. Reviewing the state level response to child abuse and crime within the school environment.
- 10. Dealing with parents and concerned professionals.
 - a. The do's and don'ts of professional interaction on child abuse topics.
 - b. Counseling parents who are believed to be abusive or neglectful.
- 11. Child Abuse and the Internet.
 - a. Understanding the role of the Internet in promoting some forms of child abuse.
 - b. The Internet and the pedophile.
 - c. The Internet as a resource for educating the public about child abuse.
 - d. The role of the Internet in child pornography.
- 12. The Prevention of Child Abuse and Neglect within the community and within the school system.
 - a. Examining community based Child Abuse prevention programs.
 - b. Understanding the role of the school in promoting Child Abuse Prevention.
 - c. Considering the role of the PTA or PTO in Child Abuse issues.
 - d. Examining the role of senior citizens in the fight against Child Abuse.
 - e. Mentoring and Child Abuse prevention.
- 13. The preventing of Child Abuse and Neglect – what schools can do.
- 14. The business community and the prevention of Child Abuse
 - a. Understanding how the business community can benefit by helping prevent Abuse.
 - b. Examining strategies that businesses can use to help in the prevention of Abuse.
 - c. Examining how businesses can help employees help themselves.
- 15. The function of self-help groups (Parents Anonymous, etc.).
 - a. Identifying different types of self-help groups.

Instruction Method/Mode of Delivery:

Internet communication. Blackboard format.

Student Requirements:

- 1. Each student will do a 40 to 60+ slide PowerPoint on a randomly assigned topic. The assignment for each student is specified in the documents section under "Topics". The topics coincide with the goals and objectives of the course. Sources should be cited within the presentation and in a bibliography. The deadline for each topic is specified in the Assignment section of Blackboard. This assignment is submitted in

the Assignment section of Blackboard and in the appropriate week's Discussion Board. The rubric will be found in the Documents section of Blackboard.

2. Each student will conduct an interview with one of the following: A police officer specifically assigned to investigate child abuse and neglect (if in a city) or a police officer who has conducted child abuse investigations (if in a small community); A school counselor who has dealt with child abuse reports and/or a school administrator who has done the same; an area social worker assigned to Child Protective Services; a professional employee of a children's rehabilitation facility or group home; a director of a domestic abuse service or a self help organization for abusing parents. Students will produce a three to four page double spaced paper. The assignment, due the last week of the course, will be placed in the Assignment section of Blackboard.
3. Each student will do a one page, double spaced, reflection on the Power Point topics presented each week. This assignment is submitted in the Assignment section of Blackboard.
4. Each student will do a one page, double spaced, summary of an article (scholarly journal, popular journal, newspaper or television) each week for a total of eight. The source will be clearly identified by beginning the reflection with a Bibliographic notation. The summary will be placed in the appropriate location in the Assignment area of Blackboard and in the appropriate week's Discussion Board. The student may use the provided Child Abuse and Neglect Literature provided in the Documents section for three of the summaries, if desired.
5. Each student will participate in each weeks (eight) discussion boards dealing with the topics covered in that week's Power Point Presentation. Each student is expected to make two contributions of no less than fifty words. One contribution should represent an original thought or reaction to the Power Point presentations and one contribution should be in response to another student. Students are free to make other contributions as they see fit.

Assessment Method:

1. The Topic Power Point Presentation is worth 200 points
2. The Interview paper is worth 100 points.
3. Each one page topic reflection is worth 10 points for a total of 160 points.
4. Each one page article summary is worth 10 points for a total of 80 points
5. Each required discussion board contribution is worth 5 points for a total of 10 points per week and 80 points for the course.
6. The total for the course is 620 points.

Grading Policy:

A	90-100% = 558 points
B+	85-89% = 527 points
B	80-84% = 496 points
C+	75-79% = 465 points
C	70-74% = 434 points

Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service

during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

Accommodation Statement:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that “no otherwise qualified disabled individual in the United States... shall solely by reason... disabled, be excluded from the participation in, be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.
2. While students are encouraged to self-identify at the earliest possible time, students may not know or choose to self-identify, but can still receive services at any time once they self-disclose and document.
3. Students should contact the office of Student Support Services, Vice President for Student Affairs or the Director of Admissions for further advisement.

1.A.6 Academic Dishonesty:

(Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member's satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:

- 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
 - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
 - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
 - 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
 - 5) Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.
 - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
 - 7) Fabricates data in support of laboratory or fieldwork.
 - 8) Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.
 - 9) Alters grade records of his/her own or another student work in a course or a component of a course.
- b) Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.
- c) Penalties for instances of academic dishonesty:
1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.
 2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

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