Course Syllabus

Department: Child Development **Course Title**: Child Abuse and Neglect

Section Name: CDEC 2304 Start Date: 08/27/2012 End Date: 05/07/2012 Modality: ONLINE

Credits:3

Instructor Information

Name: Mary L. Hanson

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Course Description

Methods used in the identification of physical, emotional and sexual abuse and neglect with an emphasis on developing skills for working with children and families. Includes methods of referral to public and private agencies that deal with investigation and treatment. Reviews current federal, state and local child abuse laws, including Texas licensing standards. Prerequisite: None.

Prerequisites/Corequisites

None necessary

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Course Objectives

HUMANITIES AND COMMUNICATION DIVISION CHILD AND PARENT DEVELOPMENT DEPARTMENT

COURSE SYLLABUS COURSE NUMBER: 2304

COURSE TITLE: CHILD ABUSE AND NEGLECT

CREDIT HOURS: 3 LECTURE

HOURS: 3 LAB HOURS:

NONE

PREREQUISITE: NONE COREQUISITE: NONE CATALOG DESCRIPTION:

Topics address recently identified current events, skills, knowledge and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. Designed to educate individuals in all aspects of child maltreatment including procedures for observations, documentation and interpretation of policies. Utilizes outside resource persons, as well as films, lectures, etc. Includes classroom activities to encourage problem-solving and decision-making techniques for situational problems. Reviews current federal, state and local child abuse laws, including Texas licensing standards.

COURSE LEARNING OUTCOMES/PROFICIENCIES:

The Student will examine research and literature on child abuse and neglect; discuss issues relating to families and dysfunctionalism as well as outlining the rights of parents and children. The student will identify the normal development of children and how maltreatment can impede healthy development; identify characteristics of functional and dysfunctional families; recognize

signs of abuse and neglect; describe ways to work effectively with abusive behaviors; and develop an understanding to the prevention efforts that are currently being made in the area of child abuse and neglect.

TEXTBOOKS: Crosson-Tower, Cynthia; Understanding Child Abuse and Neglect, 4th edition; Allyn and Bacon, 1999.

SUPPLIES: Text, supplies and equipment essential for note taking, such as paper and pencils. You will also need Supplementary Materials from the Bookstore.

LEARNING OUTCOMES:

- 1. Examine literature on abuse and neglect.
- a. Define legal definition of abuse and neglect.
- b. Describe moral definition of abuse and neglect.
- c. Discuss legislation and public policies affecting children and families.
- 2. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children.
- a. Examine statistics on abuse and neglect.
- b. List types of abuse and neglect and behaviors which might be indicators of such abuse and neglect.
- c. Explain state statues regarding responsibilities in reporting suspected abuse and neglect.
- d. List steps in reporting suspected abuse and neglect.
- e. Describe caregivers role in helping abused and neglected children.
- 3. Discuss issues relating to families and abuser.
- a. Identify characteristics of a potential abuser.
- b. Evaluate reasons provoking abuse.

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- c. Evaluate solutions to stop and/or prevent abuse.
- 4. Discuss literature relating to prevention of abuse and neglect.
- a. Describe measures of immediate prevention.
- b. Evaluate programs, solutions and ideas on preventing abuse.
- c. Identify strategies that deter abusive behaviors.
- 5. Summarize ways to communicate ways to empower children.
- a. Explain how children can draw attention to themselves when in danger.
- b. Explain inappropriate and appropriate touches.
- c. Describe positive ways to teach sex education in an age appropriate manner.
- d. Describe ways to enhance all children=s awareness of abuse and neglect.

SCANS Competencies: Resources

Interpersonal Skills

Information

Systems

Technology

Thinking Skills

Basic Skills

Personal Qualities

Code:

- 1. 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide
- 2. Texas Head Start-State Collaboration Project Texas Early Care and Education Core

Knowledge & Skills

- 3. The SCANS Work Place Competence Skills
- 4. Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels of the National Association for the Education of Young Children
- 5. Teacher Preparation Requirements of the Association for Childhood Education International
- 6. The Examination for the Certification of Educators in Texas, Test Competencies, Field 714: Early Childhood Education
- 7. Entry Level Core Competencies (Draft) of the Child and Youth Care Workers Certification Institute
- 8. Texas Essential Knowledge and Skills for Home Economics Education
- 9. Learner-Centered Schools for Texas A Vision of Texas Educators
- 10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children
- Assignments
- Discussion Questions

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Discussion Questions are yet another assignment that needs to be completed in a timely manner. They are the way to participate with others in the class and therefore counts as your participation grade. To get into the Discussion panel, go to the top left portion of the screen and click on the word "Discussions". Once inside, copy and paste the question you are prepared to answer. Then, towards the top of that screen, click on Add Thread. You will simply write DQ 1-5 in the title area, something like that. Then, in the large box, you can copy your question if it helps followed by answering the questions.

DQ 1-5 is due 9/18/12. DQ 6-10 is due 10/16/12. DQ 11-15 is due 11/13/12. DQ 16-19 is due 11/27/12.

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Final

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The final for this course is atypical. I would like you to write three test questions from each chapter. The type of test question you write is up to you. They can be true and false, short essay, fill in the blank, multiple choice, etc.. You may use a variation from your choices, too. In other words, you may have a T/F question for one question, followed by a multiple choice question for the next. After each test question, please write the answer and the page number as to where the answer is located. There will be 87 questions in total. This assignment is due NO LATER than 10am on 11/28/12.

This assignment can be completed in one of three ways. First, you may wish to hand write the answers and turn them in to my office upon completion. The second option is to continue to save on blackboard your test questions. Once all of the questions have been completed, then you may submit the final. Please do not submit a portion of your quizzes. A third option is to send via email your quiz questions as you complete them. I will write them in my gradebook and email you back that I have received your email. These questions, answers and page numbers are worth 200 points in total.

‡Test #1

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To complete this nontraditional test, choose THREE review question from the chapters 1-5 located at the end of each chapter. Answer those three questions providing page numbers as well. You will be answering 15 review questions in all. This test is worth 100 points and is due 9/18/12. Let me know via email if you have any questions on this assignment.

‡Test #2

Enabled: Statistics Tracking

To complete this nontraditional test, choose THREE review question from the chapters 6-10 located at the end of each chapter. Answer those three questions providing page numbers as well. You'll be answering 15 review questions in total. This test is worth 100 points and is due 10/16/12. Let me know via email if you have any questions on this assignment.

1 Test #3

Enabled: Statistics Tracking

To complete this nontraditional test, choose THREE review question from the chapters 11-15 located at the end of each chapter. Answer those three questions providing page numbers as well. You'll be answering 15 review questions in total. This test is worth 100 points and is due 11/13/12. Let me know via email if you have any questions on this assignment.



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To complete this nontraditional test, choose THREE review question from the chapters 16-19 located at the end of each chapter. Answer those three questions providing page numbers as well. You'll be answering 12 review questions in total. This test is worth 100 points and is due 11/27/12. Let me know via email if you have any questions on this assignment.

1 Paper

Enabled: Statistics Tracking

Attached Files: o MLA Citation Examples written by HCC Library.docx (40.918 KB)

You are to write a 3 to 5 page paper on a topic involving child abuse or neglect. Looking through the table of contents and/or the index of your book should give you ideas. Email me as soon as you have found a topic for me to okay. Then, locate 3 to 5 resources in your topic of choice and write the paper. Send it to me via email. You will need a works cited page and information about that has been attached.

This assignment is worth 100 points and is due 10/9/12.

Journal

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You are to write a 30 page journal. You may hand write in a full sized spiral or double space a page using no larger than a 12 font size. If you type up the journal, you can keep saving it and then turn in the full 30 pages on the due date which is: 11/6/12. Add page numbers please. I don't want you to write anything that makes you uncomfortable. Some ideas on what you can write are as follows:

Simply write what you see involving children. They can walking down the mall, holding hands with their parents, etc. You can write about your own kids if you have them. You can write about your experiences as a child, good, bad or indifferent. Becoming aware of children and simply observing your surroundings will help see child development in general and sadly, you'll probably witness the negative around the children also.

Add a summary at the end of the journal sharing how the experience of writing the journal affected you.

Let me know, please, if you have questions/concerns.

Sincerely,

M. Hanson

Special Needs

Odessa College complies with Section 504 of the VocationalRehabilitation Act of 1973 and the Americans with Disabilities Act of1990. If you have any special needs or issues pertaining to youraccess to and participation in this or any other class at OdessaCollege, please feel free to contact me to discuss your concerns. Youmay also call the Office of Disability services at 432-335-6861 torequest assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. All assignments or correspondence will be submitted using your Odessa College email.

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. All assignments or correspondence will be submitted using your Odessa College email.

Technical Support

ForBlackboard username and password help and for help accessing youronline course availability abd student email account contact the StudentSuccess Center at 432-335-6878 or online

athttps://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academicdishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

- 1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
- 2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
- 3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

- 1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
- 2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting "kicked off" of the system during tests or quizzes;
 - · having trouble submitting assignments; and
 - dealing with a traumatic personal event.
- 3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask guestions if I don't understand; and,
 - access my course several times during the week to keep up with assignments and announcements.