

CENTRAL TEXAS COLLEGE
SYLLABUS FOR CJSA 2331
CHILD ABUSE PREVENTION & INVESTIGATION
Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. This course discusses forms of child abuse and neglect, the traits of typical abusers, and investigative strategies.
- B. This course is a required course for the Associate in Applied Science degree.
- C. This course is occupationally related and serves as preparation for careers in Law Enforcement, Criminal Justice, and Social & Behavioral Sciences.
- D. Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Child Abuse Prevention & Investigation, the student will:

- A. Discuss the history of child abuse in America. (C5, C6, F1, F2, F5, F6)
- B. Identify forms of child abuse and neglect. (C3, C5-C7, F1, F2, F5, F6-F12)
- C. Identify and discuss the roles of professionals involved with child abuse and neglect. (C5-C9, C-13-C20, F1, F2, F5, F6-F15)
- D. Identify and discuss the legal responses to child abuse. (C5-C15, F1, F2, F5, F6-F17)
- E. Discuss the legal and emotional aspects of children in court. (C5-C15, F1, F2, F5-F17)
- F. List and discuss emerging issues in child abuse. (C5-C10, F1, F2, F5-F17)
- G. Construct characteristics of typical abusers. (C5-C7, F2, F5-F7)
- H. Outline investigative strategies. (C1-C20, F1, F2, F5-F17)

III. INSTRUCTIONAL MATERIALS

- A. The instructional materials identified for this course are viewable through www.ctcd.edu/books
- B. References:
 - 1. Myers, John E. B., *Legal Issues in Child Abuse and Neglect Practice*, 2nd Ed, Thousand Oaks, Ca: Sage Pub, 1998.
 - 2. Golden, Renny, *Disposable Children: America's Welfare System*, Belmont, CA: Wadsworth Pub, 1997
 - 3. *What Can We Do About Child Abuse?* , Austin, TX: The Office of the Attorney General, 2003.
 - 4. Sagatun-Edwards, Inger, Leonard Edwards, *Child Abuse and The Legal System*, Belmont, Ca: Wadsworth Pub, 1995
 - 5. Mead, James J., David L. Westgate, *Investigating Child Abuse*, Lake Elsinore, CA: R.C. Law & Co., Inc, 1994
 - 6. Shepard, Jack R., Bill Dwarin, *Child Abuse and Exploitation: Investigative Techniques*, 2nd Ed, Fox Valley Technical College, 1995.

IV. COURSE REQUIREMENTS

- A. Your first responsibility is scholarship. The grade you receive for this course will not be the grade of the instructor, but rather the grade you and you alone make.
- B. You should attend class regularly and be prepared to participate in classroom discussions and to take unannounced quizzes relating to text assignments and lecture material presented from the beginning of the course.
- C. You are encouraged to give your best effort throughout the semester. From the beginning, you should plan for a steady, organized, and continuous effort, which in the long run will prove more effective for your final grade than a last minute crash-cram policy. Your course grade is not determined solely by exam grade. Such factors as class participation, initiative, attendance, and individual research papers will be considered in grade computation.
- D. From time to time, special library and/or outside assignments will be made to members of the class individually and/or in groups. You are expected to read all assignments and fulfill your responsibilities to any group assignment.
- E. You are expected to read all assigned material and bring your textbook to class. Keep informed on all assignments, especially after an absence.
- F. Good class notes are indispensable for earning a good grade, since both the material assigned and that discussed in class will be the basis for examination material.
- G. Special Work: A term paper or other research project, per requirements of the instructor, will be required. The subject must be appropriate for the course material. Check with the instructor when you have made a selection. The value is indicated in

the semester grade computation and has considerable weight on your final average.

V. EXAMINATIONS

- A. There will be a minimum of three major examinations, as follows:
1. Three-week exam
 2. Mid-term exam
 3. Twelve-week exam (optional)
 4. Final exam
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance that they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work.
- C. Students without excused absences will be given a zero for the missed examination.
- D. Examinations may consist of objective (true/false, multiple choice, fill-in-the-blank, and matching) or subjective (short answer and essay) questions, or a combination of both types. Students majoring in Criminal Justice and Law Enforcement must be able to communicate both orally and in written form, thus some questions requiring the composition and writing of an essay answer will be required.

VI. SEMESTER GRADE COMPUTATIONS

<u>EXAM</u>	<u>POINTS</u>	<u>POINTS</u>	<u>GRADES</u>
Three-week	100 200	900-1000	A=4 pts/sem hr
Mid-semester	200 250	800- 899	B=3 pts/sem hr
Twelve-week (Opt)	200 0	700- 799	C=2 pts/sem hr
Final exam	300 350	600- 699	D=1 pts/sem hr
*Incentive Points	50 50	0- 599	F=0 pts/sem hr
Special Work	<u>150 150</u>		
TOTAL	1000 1000		

*Incentive points are earned by doing special work on your own initiative, participating in class discussions, completing outside assignments, and having a good attendance record. Three points are deducted for each unexcused absence. Military assignments or unavoidable circumstances will be evaluated upon notification of the instructor.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

- A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central

Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

10-week session	Friday of the 8th week
8-week session	Friday of the 6th week
5-week session	Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.
- C. An Incomplete Grade: The College *Catalog* states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work, but because of personal illness, death in the immediate family, or military orders, is unable to complete all the requirements for a course." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. American=s With Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

- F. Instructor Discretion: The instructor reserves the right of final decision in course requirement.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. UNIT ONE: Course Introduction and Chapter 1, The Maltreatment of Children from a Historical Perspective

- 1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Discuss the history of child abuse
 - b. Explain the cultural differences and views of minority children.
 - c. Define and discuss the term “battered baby syndrome”
 - d. Discuss the growing involvement of Child Protective Services (CPS) and their function in the protection of children.
- 2. Learning Activities:
 - a. Discuss course requirements and activities as contained in the syllabus
 - b. Classroom lecture/discussion
 - c. Reading assignment: Chapter 1
- 3. Unit Outline: Refer to Contents

B. UNIT TWO: Chapter 2, The Family: Roles, Responsibilities, and Rights

- 1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Discuss how families have changed in the last few decades
 - b. List the responsibilities and roles of the family
 - c. Compare and contrast the functions of minority families
- 2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 2
- 3. Unit Outline: Refer to Contents

C. **UNIT THREE**: Chapter 3, Maltreatment and the Developing Child

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Discuss tasks children must master to become healthy individuals.
 - b. Know what is vital in the development of children within the first year.
 - c. Describe what a baby should be demonstrating by the end of the first year.
 - d. List and discuss the effects maltreatment, abuse, and neglect have on a child's personality and autonomy issues.
2. Learning Activities:
 - a. Classroom lecture/discussion.
 - b. Reading assignment: Chap 3.
3. Unit Outline: Refer to Contents

D. **UNIT FOUR**: Chapter 4, The Neglect of Children

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. List and explain the categories of neglect.
 - b. Discuss the theories that cause neglect.
 - c. List the characteristics of a neglectful parent and neglectful mothers.
 - d. Discuss the effects of neglect on children.
2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 4
 - c. Review for three-week exam
 - d. Three-week exam
3. Unit Outline: Refer to Contents

E. **UNIT FIVE**: Chapter 5, The Physical Abuse of Children

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Explain how the definitions of physical abuse have changed over the years.
 - b. List and discuss the causes of physical abuse.
 - c. Discuss the behavior of physically abused children.
 - d. Define Munchausen-by-proxy syndrome and who is affected by it.
2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 5

3. Unit Outline: Refer to Contents

F. **UNIT SIX:** Chapter 6, The Sexual Abuse of Children

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Discuss the two groups that have been instrumental in bringing child abuse to the public's attention.
 - b. Define sexual abuse according to the text.
 - c. List the two types of sexual abuse.
 - d. Discuss and list the phases of sexual abuse.
 - e. List three major theories and describe why perpetrators abuse children.
 - f. Describe Groth's typology.
 - g. List Finkelhor's four preconditions necessary for abuse to take place and discuss each one.
2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 6
3. Unit Outline: Refer to Contents

G. **UNIT SEVEN:** Chapter 7, Intrafamilial Abuse

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. List five patterns families fall into when dealing with father-daughter incest.
 - b. Discuss the actions of an incestuous father who abuses his daughter.
 - c. Identify the effects of brother-sister incest.
 - d. Discuss the effects of mother-son incest.
2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 7
3. Unit Outline: Refer to Contents

H. **UNIT EIGHT:** Chapter 8, Extrafamilial Sexual Abuse, Misuse, and Exploitation

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Understand the effects of sexual abuse outside the family.
 - b. Define pedophiles and discuss their techniques.
 - c. Discuss and define 'technophilia'.
 - d. List the characteristics of sex rings.
 - e. Discuss child pornography and child prostitution.

2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 8
3. Unit Outline: Refer to Contents

I. **UNIT NINE:** Chapter 9, Psychological Maltreatment of Children

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Discuss emotional/psychological abuse.
 - b. List the actions of emotional/psychological abuse.
 - c. Discuss the view of different cultures.
 - d. Explain how emotionally abused children respond.
2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 9
 - c. Review for mid-term exam
 - d. Mid-term exam
3. Unit Outline: Refer to Contents

J. **UNIT TEN:** Chapter 10,
Intervention: Reporting, Investigation, and Case Management

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Discuss the importance of knowledge when working with different cultures.
 - b. Discuss what happens after the case has been reported.
 - c. Identify and list the parties and participants of each proceeding.
 - d. Discuss the skills and experience needed to interview children.
 - e. Discuss the impact intervention has on the family.
 - f. List the decisions made during intervention.
 - g. Identify what the medical team may consist of and their responsibilities.
 - h. Discuss the legal team and their roles and responsibilities.
 - i. List the roles and responsibilities of the educational team.
2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 10
3. Unit Outline: Refer to Contents

K. **UNIT ELEVEN:** Chapter 11, The Legal Response to Child Abuse and Neglect

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Discuss what a social worker must do before taking legal action.
 - b. List and discuss the legal rights of parents and children.
 - c. Discuss the various types of court intervention.
List the elements of confrontation.
 - d. Explain the process of a case as it goes through the various types of courts.
 - e. Discuss the concept of sex offender registration.
2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 11
3. Unit Outline: Refer to Contents

L. **UNIT TWELVE:** Chapter 12, Treatment: Physical Abuse and Neglect

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Discuss some of the issues workers face when treating physical abuse and neglect cases.
 - b. Discuss the influence of external factors effecting treatment.
 - c. Identify the goals of treating physical abuse.
 - d. List the methods by which neglect is treated.
2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 12
3. Unit Outline: Refer to Contents

M. **UNIT THIRTEEN:** Chapter 13, Treatment: Sexual Abuse

1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. List the assumptions governing the treatment of sexually abusive families.
 - b. Describe the child sexual abuse treatment program.
 - c. List and discuss the three phases in the treatment of sexual abuse families.
 - d. List some of the feelings victims have to come to terms with when dealing with sexual abuse.
 - e. Describe the treatment options for the sexual abuse offender.
2. Learning Activities:

- a. Classroom lecture/discussion
 - b. Reading assignment: Chap 13
 - c. Review for twelve-week exam
 - d. Twelve-week exam
3. Unit Outline: Refer to Contents
- N. **UNIT FOURTEEN:** Chapter 14, Foster Care as a Therapeutic Tool
- 1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Discuss the impact that separation has on children.
 - b. List and discuss the role of the foster parents.
 - c. List the therapeutic effects foster treatment has on children.
 - d. Identify when adoptive placement is needed and why.
 - 2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chap 14
 - 3. Unit Outline: Refer to Contents
- O. **UNIT FIFTEEN:** Chapter 15, Adults Abused as Children
- 1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. List the myths associated with the long term effects of child maltreatment.
 - b. Explain why adults disclose abuse later in life.
 - c. List the stresses Helfer says are some of the effects experienced by all survivors of a dysfunctional childhood.
 - d. List the effects of a neglected family.
 - e. Discuss the effects of physically abused and sexually abusive family.
 - 2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: chap 15
 - 3. Unit Outline: Refer to Contents
- P. **UNIT SIXTEEN:** Chapter 16, Working in Child Protection
- 1. Unit Objectives: Upon successful completion of this unit, the student will:

- a. Describe what is involved in a typical day in the life of a social worker.
- b. List the qualifications/skills of a social worker.
- c. List the different frustrations and pressures involved in being a social worker.
- d. Describe how social workers cope with the stress.
- e. List the three types of prevention efforts.
- f. Discuss each of the types of prevention efforts and give examples.
- g. List the three types of prevention efforts.
- h. Discuss each of the types of prevention efforts and give examples.
- i. Discuss the ideas of Waldfogel about the shortcomings of CPS.
- j. Analyze current child abuse laws in different states and discuss how they could be more uniform.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: chap 16
- c. Review for Final Exam

3. Unit Outline: Refer to Contents

1. Review for final exam
2. Final exam