11-10p

APR 13 2012

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		~~10-5/p.~~	AP-3/1/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Hildebrandt, Melanie	melanieh@iup.edu
Proposing Department/Unit	Phone
Sociology	7-7635
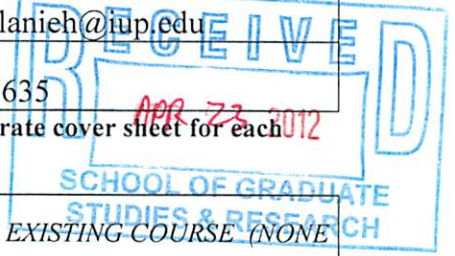
Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. **Course Proposals (check all that apply)**   *SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE*

_____ New Course   _____ Course Prefix Change   _____ Course Deletion

__X__ Course Revision   _____ Course Number &/or Title Change   _____ Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 428 Child Abuse

Current Course prefix, number and full title	*Proposed course prefix, number and full title, if changing*

2. **Additional Course Designations: check if appropriate**
_____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g. Women's Studies,
_____ This course is also proposed as an Honors College Course.   Pan-African)
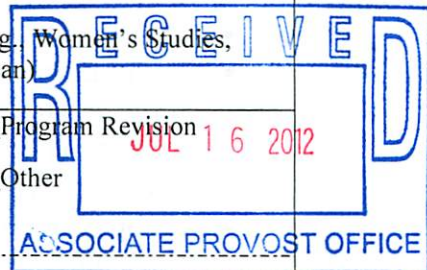
3. **Program Proposals**   _____ Catalog Description Change   _____ Program Revision
_____ New Degree Program   _____ Program Title Change   _____ Other
_____ New Minor Program   _____ New Track

Current program name	*Proposed program name, if changing*

4. **Approvals**		Date
Department Curriculum Committee Chair(s)	*Melanie DVR*	10/18/10
Department Chair(s)	*Alry Her*	11-8-10
College Curriculum Committee Chair	*Gail Ber L*	11/17/10
College Dean	*A am*	4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *	*Gerald W. Intemann*	9/19/12
Additional signatures as appropriate: (include title)	*Edel Reilly TECC Curr*	4/10/12
	A Kil COF Der	4/11/12
UWUCC Co-Chairs	*Gail Sechrist*	4/3/12

* where applicable

(signature) 7/16/12

I. Catalog Description
Prerequisite: SOC 151   3c- 01-3cr

Examines the prevalence, causes, and social implications of physical, sexual, emotional, and neglect forms of child abuse in society. Child abuse is studied from the individual, family, and societal level perspectives. Potential intervention strategies will also be considered.

II. Course Outcomes
In this course, students will:
a) Analyze child abuse and neglect from a variety of theoretical viewpoints with an emphasis on sociological analysis for example, sociobiology, social learning theories, exchange theories, labeling and symbolic interaction, structural family systems theory, and structural-functional/anomie/strain theory.
b) Explore child abuse and neglect in the contemporary American family and compare some issues across different cultures and historical time periods.
c) Contrast the various theories of child maltreatment.
d) Examine the prevalence and social implications of physical, sexual, emotional and neglect forms of child abuse in society.
e) Examine child abuse from individual, family and societal level perspectives.
f) Review mandated reporting and how to assess, report and intervene.
g) Analyze selected literature in the field; develop knowledge of subject matter, issues and controversies; and evaluate prevention and treatment issues.
h) Assess the study of child abuse from an interdisciplinary perspective that includes sociological perspectives.

III. Course Outline   [Below are example topics and content for this course.]

Week 1: The Maltreatment of Children from a Historical Perspective
      Child Labor
      Sexual Values, Attitudes, and Exploitation
      The Incest Taboo
      Recent History of Helping the Abused and Neglected Child
      Child Protection Today

Week 2:   Family Roles, Responsibilities and Rights
      The Family as a System
      Minority Family Systems
      Family Problems and Dysfunction
      The Family and Child Maltreatment

Week 3:   Maltreatment and the Developing Child
      Developmental Stages
      Development, Maltreatment, and Resiliency

Week 4: The Neglect of Children
      The Concept of Neglect

Definition and Measurement of Neglect
Causes of Neglect
Neglected Children
Neglectful Parents

Week 5: The Physical Abuse of Children
Causes of Physical Abuse
Risk Assessment and Physical Abuse
Symptoms of Physical Abuse
Abusive Parents
Domestic Violence and Other Abuse within the Family

Week 6: The Sexual Abuse of Children
Definition of Sexual Abuse
Types of Sexual Abuse
Progression of Sexual Abuse
Incidence of Sexual Abuse
Profile of the Abused Child
Degrees of Trauma
Profile of the Perpetrator
Incest, or Familial Abuse
Extrafamilial Sexual Abuse, Misuse, and Exploitation

Week 7: Psychological Maltreatment of Children
Psychological Maltreatment Defined
The Roots of Psychological Maltreatment
Characteristics of the Psychologically Maltreated Child
Family Dynamics and Detecting and Treating Psychological Abuse
Ritualistic Abuse

Week 8: Intervention: Reporting and Investigation
Culturally Sensitive Intervention
The Intervention Process
Assessing Risk and Protective Factors
Handling Emergencies
Assessment Interviewing Adult and Child

Week 9: Midterm Evaluation
Complete Discussion of Material to Date
[Note: Individual faculty should adjust the course schedule for breaks/holidays, such as Labor Day or MLK Day, Spring or Thanksgiving break, and reflect them in the syllabus.]
Midterm Exam

Week 10: Intervention: Case Management and Roles of Other Professionals
Case Management Considerations – Family Reactions, Custody of the Children
Other Professionals Involved in the Intervention Process

Week 11: The Legal Response to Child Abuse and Neglect
The Legal Rights of Parents and Children
Types of Court Intervention
Sex Offender Registration

The Media and the Court

Week 12: Treatment: Physical Abuse and Neglect
Providing Treatment
Family-Centered Services
Treatment of Physically Abusive Families
Treatment of Neglectful Families
Treatment of Sexual Abuse

Week 13: Foster Care as a Therapeutic Tool
Problems with Foster Care
Alternatives to Foster Care
Therapeutic Potential in Foster Care
The Role and Importance of the Natural Parent
The Role of Foster Parents
Other Placement for Abused or Neglected Children

Week 14: Adults Abused as Children
Society's Misconceptions
Reasons for Adults' Disclosure
Residual Effects of Child Abuse and Neglect
Treatment of Adults Who Were Abused as Children
Working with Survivors

Week 15: Exam Week
Culminating Activity: Examination and/or Presentations
[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%

Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.
[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books and readings
[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

1. Brown, V.A. (2002). <u>Child welfare case studies</u>. Boston: Allyn and Bacon.
2. Crosson-Tower, Cynthia. (2010). *Understanding Child Abuse and Neglect*, (8th ed). Boston: Allyn and Bacon.
3. Crosson-Tower, C. (2002). <u>Exploring child welfare: A practice perspective</u>. Boston: Allyn and Bacon.
4. Crosson-Tower, C. (2002). <u>When children are abused: An educator's guide to intervention.</u> Boston: Allyn and Bacon.
5. Godby, J. A. (1994). <u>A rock and a hard place: one boys triumphant story of confronting abuse, challenging AIDS and finding a real family</u>. Signet.
6. Gregory, Julie (2003). *Sickened: The Memoir of a Munchausen by Proxy Childhood.* New York: Bantam Dell.
7. Hayden, T L. (1980). <u>One child</u>. Mass Market Paperback.
8. Martin, J.A. (2002). <u>Foster care</u>. Boston: Allyn and Bacon.
9. Mignon, S.I., Larson, C. J., Holmes, W. M. (2002). <u>Family abuse: Consequences, theories, and responses</u>. Boston: Allyn and Bacon.
10. Pelzer, Dave. (1995). *A Child called "It": One child's courage to survive.* Deerfield Beach, FLA: Health Communications, Inc.
11. Pelzer, Dave. (1997). *The Lost Boy: A Foster child's search for the love of a family.* Beach, FLA: Health Communications, Inc.

VIII. Special resource requirements

<u>Technology Skills and Software</u>
Students enrolled in this course should possess the following technology skills:
- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

<u>Technical Support</u>
Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details

regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

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Atkins, M., Stiff, D., Osborne, M.L., & Brown, K. (1993). Distinguishing instrumental and hostile aggression: Does it make a difference. *Journal of Abnormal Child Psychology*, 21, 355-365.

Bell, C.C. & Jenkins, E.J. (1993). Community violence and children on Chicago's south side. *Psychiatry, 56*, 46-54.

Bernard, B. (1997). Fostering resiliency in children and youth: Promoting protective factors in the school. In D. Daleebey (Ed.) *The strengths perspective in social work practice. (2nd ed., pp.167-182)*. White Plains, NY: Longman.

Bowlby, J. (1969). *Attachment and loss*. New York: Basic Books.

Briere, J. & Scott, C. (2006). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment.* Thousand Oaks, CA: Sage Publications, Inc. (BS).

Brooks, D. et al. (1999). Adoption and race: Implementing the Multiethnic Placement Act and the Interethnic Adoption Provisions. *Social Work, 44* (2), 167-178.

Burnett, D. (1999). Custodial grandparents in Latino families: Patterns of service use and predictors of unmet needs. *Social Work 44 (1),* 22-35.

Cicchietti, D., & Carlson, V. (1989). *Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect.* New York: Cambridge University Press.

Cohen, J. A., Mannarino, A. P. & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents.* New York: Guilford Press. (CMD).

Cole, P.M. & Putnam, F.W. (1991). Effect of incest on self and social functioning: A developmental psychopathology perspective. *Journal of Clinical and Consulting Psychology, 60,* 174-184.

Courtois, *Recollections of sexual abuse.*The David and Lucile Packard Foundation. *The future of children.* Journal series. Available online: www.futureofchildren.org

DiLeo, (1983). *Interpreting Children's Drawings.* DeBruck & Ceci, *Children's memories* (a series of journal articles).

Early, T.J. & GlenMaye, L.F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work, 45,* 2, 118-130.

Everett, B. & Gallop, R. (2001). *The link between childhood trauma and mental illness.* Thousand Oaks, CA: Sage Publications, Inc. (EG).

Fahlberg, V. *A child's journey through placement.*Fahlberg, V. (1990). *Residential Treatment: A tapestry of many therapies.* Indianapolis:Perspectives Press.

Family Resource Coalition. (1994-95). *Empowerment and Latino families. Report, 13* (III, IV). Combined special issue.

Fraser, M.W. (1997). *Risk and resilience in childhood: An ecological perspective.* Washington, DC: NASW Press.

Garbarino, J., Kostelny, K. & Dubrow, N. (1991). What children can tell us about living in danger. *American Psychologist, 46*(4) 376-383.

Gelles, R. (1996). *The book of David.*

Harper-Dorton K.V. & Herbert, M. (1999). *Working with children and families.* Chicago: Lyceum Books.

Hartman, A. & Laird, J. (1983). *Family-centered social work practice.* New York: The Free Press.

Herman, J. (1992). *Trauma and recovery.* New York: Basic Books.

Hollingworth, L.D. (1999). Symbolic interactionism, African American families and the transracial adoption controversy. *Social Work, 44* (5), 443-454.

Hopps, J., Pinderhughes, E. & Shankar, R. (1995). *The power to care: Clinical practice effectiveness with overwhelmed clients.* New York: Free Press.

Jackson, A.P. (1999). The effects of nonresident father involvement on single black mothers and their young children. *Social Work, 44* (2), 156-166.

Jaffe, Wolfe, and Wilson (1990). *Children of battered women.*

Kelleher, K., Chaffin, M., Hollenberg, J., & Fischer, E. (1994). Alcohol and drug disorders among physically abusive and neglectful parents in a community-based sample. *American Journal of Public Health 84,* 1586-1590.

Lipovxky, J. A., Swenson, C.C., Ralston, M.E., & Saunders, B.E. (1998). The abuse clarification process in the treatment of intrafamilial child abuse. *Child Abuse & Neglect, 22,* 729-741.

Loftus, E.F. (1994). *The myth of repressed memory.* New York: St. Martin's Press.

Loftus, E.F., Polensky, S. & Fullilove, M.T. (1994). Memories of childhood sexual abuse: Remembering and repressing. *Psychology of Women Quarterly, 18,* 67-84.

Myers, J. E. B., Berliner, L., Briere, J., Hendrix, C. T. & Reid, T. A. (2002). *The APSAC handbook on child maltreatment 2nd edition.* Thousand Oaks, CA: Sage Publications, Inc. (MBB).

O'Donnell, J.M. (1999) Involvement of African American Fathers in Kinship "Foster Care Services". *Social Work, 44* (5), 428-442.

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Ricketts, W. (1991). *Lesbians and gay men as foster parents.* Portland, ME: University of Southern Maine.

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Weaver, H.N. (1999). Indigenous people and the social work profession: Defining culturally competent services. *Social Work, 44,* (3) 217-227.

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Weston, K. (1991). *Families we choose: Lesbians, gays, kinship.* New York: Columbia University Press.

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Wynn, J. et al. (1994). *Children, families, and communities: A new approach to social services.* Chicago: Chapin Hall Center.

[See also American Sociological Association teaching resources available at www.asanet.org.]

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Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1 Culture and Cultural Diversity	(b), (e), (h)	Midterm Evaluation
		5 Individuals, Groups and Institutions	(a) – (h)	Final Evaluation