

Course Syllabus

Course: **CDEC 2304.200 ~ Child Abuse and Neglect**
 Semester: Summer 2014 (June 2 – July 24)
 Monday 6:00-9:00 pm; Wednesday Online (See course schedule)
 Instructor: Stephanie Deering
 Office Hours: Monday and Tuesday 4:00 – 6:00
 Phone: 806-716-4645 (office) 806-745-5732 (home) 806-786-4645 (cell)
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“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

Course Description

This course covers 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. Content includes methods of referral to public and private agencies that deal with investigation and treatment.

Student Learning Outcomes

See attached NAEYC Associate Standards	NAEYC Standards	NAEYC Supportive Skills	Head Start Core Knowledge Areas
Students will:			
Describe the history/legislation related to abuse and neglect	S2a; S5e	SS 5	
Identify and plan techniques that reduce and prevent, and alleviate the effects of abusive behavior experiences and situations.	S1c; S2b; S5e	SS 5	P2; P4; P5

Course Objectives

*All objectives correlate with Foundation Skills/Basic Skills F1, F2, F5, F6, and Scans Competencies C1, C3, C18.

1. Explain historical/legislative developments related to child abuse and neglect. (F11, C7)
2. Distinguish between “child abuse” and “child neglect”. (C5, F12)
3. Identify types of abuse and types of neglect. (C5, C6)
4. Describe characteristics of abused and/or neglected children. (C5, C6, C7)
5. Analyze characteristics of abusive/neglectful adults. (C7, F12)
6. Describe methods for child abuse prevention. (F9, F13, F17)
7. Identify sources of support & assistance for abusive and/or neglectful parents. (F8, F9, C4, C9, C15, C14)
8. Describe actions teachers should take in cases of suspected child abuse. (C12, F8, F9, F13, F17)
9. Plan techniques that teachers can utilize to help abused/neglected children. (F7, F8, C9, C10, C12, C14, C17)
10. Suggest program practices to help protect teachers from allegations of child abuse. (F7, F8, F16, C12, C13, C14, C17)

Evaluation of Course Competencies

- Regular class attendance and participation
- Completion of online activities
- Completion of written assignments, individual project, and presentation
- Exams
- Average score of 75 or above on all grading components

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS & Foundation Skills

Resources
Information

Interpersonal
Systems

Basic Skills
Thinking Skills

Personal Qualities

Verification of Workplace Competencies

Students will present ideas related to the prevention of child abuse through the design and verbal presentation of an individual project.

SPECIFIC COURSE REQUIREMENTS



Textbook and other Materials

Protecting Our Children (2010) Sharon Thompson Hirschy and Elaine Wilkinson
Wadsworth/Cengage Learning

ISBN-13: 978-1-4283-6124-9, ISBN-10: 1-4283-6124-3

Available from South Plains College Bookstore, Reese Campus

- Computer and internet access for WEEKLY online assignments

Attendance Policy

- Students are expected to be punctual and attend all classes; participation is a component of final grades.
- Attendance will be taken at each class session using the sign-in process. It is the student's responsibility to sign in at the beginning of each class.
- Attendance in online sessions will be documented in the Blackboard delivery system.
- More than 2 absences may result in withdrawal of the student from class. (Two incidences of arriving late or leaving early will equal one absence.)
- Students are responsible for all announcements concerning reading assignments, examination dates, etc. that are made during class periods, whether or not they are present when the announcement is made.
- In cases of excessive absence, or failure to complete assignments, students should consider withdrawing from the course to protect overall GPA. Drop date for the college is **July 17, 2014**.

Assignment Policy

Students are responsible for reading and being prepared for each class. All written work is due on the given date. Late assignments will result in the loss of 10% each week, up to two weeks. Assignments will NOT be accepted after the 2-week limit, unless prior arrangements have been made with the instructor.

Grading Policy

Grades in this course will be determined using the following criteria:

A course grade of “C” - 75% (750) or above is required for credit to be applied to Child Development degree or certificate.	points points points points points points	Final Grades: 900 - 1000 A 800 - 899 B 750 - 799 C 700 - 749 D 699 & below F
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Communication Policy

- Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.
- Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.
- The CDEC program has a Facebook page at www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

Student Conduct

Students are expected to abide by the standards of student conduct as defined in the SPC Student Guide.

Special Requirements

- Cell Phones – Cell phones are to be turned OFF during scheduled class periods, unless prior approval has been given from the instructor. This includes text messaging!
- Missed classes – Information should be obtained from classmate or instructor before or after class. Class time will not be used for make-up concerns.



COURSE OUTLINE

- I. Understanding Child Abuse and Neglect
 - A. History and theory of child maltreatment
 - B. Recognizing and identifying child abuse and neglect
 - C. Assessing and reporting child maltreatment
 - D. What happens when abuse and neglect have occurred?
 - E. Perpetrators: Those who abuse and neglect children
 - F. Impact of abuse and neglect on children’s lives
 - G. Special topics in child maltreatment
- II. Prevention and Intervention
 - A. Parents/families and child maltreatment
 - B. Prevention, intervention, and guidance: Families
 - C. Teacher styles/ethics and child maltreatment
 - D. Prevention, intervention, and guidance: Teachers

ACCOMODATIONS

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services. For more information, call or visit the Special Services Office in rooms 809 and 811, Reese Center Building 8, (806) 716-4654.



May 2014

I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.

Signature _____ Date _____

SCANS COMPETENCIES

RESOURCES

C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer's expectations.

C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

NAEYC ASSOCIATE STANDARDS

National Association for the Education of Young Children Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a: Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources

