

Course Syllabus

Course: **CDEC 2304-200 ~ Child Abuse and Neglect**
Semester: Summer 2022 (10 weeks) June 6 – August 11
Class times: Monday 6:00-8:00 pm and Online/Blackboard
Instructor: Stephanie Deering
Office: Reese Campus, Building #5, 512A
Office Hours: By appointment
Phone: 806-716-4645 (office) 806-786-5489 (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	NAEYC Standards [see attached]
Describe the history/legislation related to abuse and neglect.	Standard 6 - Professionalism
Identify signs and symptoms of abuse and neglect.	Standard 1 – Child Development
Create supportive systems for victims and their families.	Standard 2 – Family & Community

Course Objectives

All objectives correlate with Foundation 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 abuse. (F7, F8, F16, C12, C13, C14, C17)

Evaluation Methods

- Regular class attendance and participation
- Completion of online activities
- Completion of written assignments, individual project, and presentation
- Exams

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

Specific Course Information



Textbook

Protecting Our Children (2010)

Sharon Thompson Hirschy and Elaine Wilkinson

Cengage Learning; ISBN-13: 978-1-4283-6124-9

Available from South Plains College Bookstore, Reese Campus

Computer Requirements

Computer & internet access for WEEKLY online work, including Microsoft Word, Adobe Reader, anti-virus software

See IT information here: <https://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

Attendance Policy

1. Students are expected to be punctual and attend all classes; participation is a component of final grades.
2. 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.
3. Attendance for online work will be documented through Blackboard.
4. 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.)
5. 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.
6. 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 **August 3, 2022**.

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

F2F Attendance (8X25)	200 points
Online Work (10 X 25)	250 points
Exams (4 @100)	400 points
Book Review Paper	150 points
	1000 points

Final Grades:	
900 - 1000	A
800 - 899	B
750 - 799	C
700 - 749	D
699 & below	F

A course grade of "**C**" - **75%** (750) or above is required for credit to be applied to Child Development degree or certificate.

Communication Policy

Communication between instructor and students may also utilize **South Plains College email**. Students are encouraged to check SPC email accounts on a regular basis.

Student Conduct

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

Campus Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

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 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 Disability 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. For more information, call or visit the Disability Services Office in rooms 809 and 811, Reese Center Building 8, 806-716-4675.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Director of Health and Wellness at 806-716-2362 for assistance.

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.
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National Association for the Education of Young Children (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

2a: Know about, understand and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.



- I have reviewed this syllabus and understand the requirements for this course.
- I am familiar with the SPC Student Guide and agree to follow the code of student conduct as described in the guide.

Signature _____ Date _____