

**CHILD ABUSE AND NEGLECT**

**CRIJ 5384 (7B)**

**FALL 2017**

**DEPARTMENT OF CRIMINAL JUSTICE AND CRIMINOLOGY**

**Sam Houston State University**

**PROFESSOR:** Mary Breaux, Ph.D.

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**CLASS HOURS/CLASSROOM:** On-Line (Blackboard)

**OFFICE HOURS:** By Appointment

**TEACHING ASSISTANT:** Katherine Perez

**REQUIRED TEXTBOOKS AND READINGS:**

- Beam, C. (2013). *To the end of June: The intimate life of American foster care*. New York, NY: Houghton-Mifflin.
- Curry, L. (2007). *The DeShaney Case: Child abuse, family rights and the dilemma of state intervention*. Lawrence, KS: University Press of Kansas.
- Lau, K.J., Krase, K. & Morse, R. H. (2009). *Mandated reporting of child abuse and neglect*. New York, NY: Springer Publishing.
- Perry, B., and Szalavitz, M. (2006). *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love and healing*. New York, NY: Basic Books.

**COURSE DESCRIPTION:** Bridging research, policy, and practice, this special topics course explores the history and development of the child saving movement in the United States. It addresses practical considerations for advocates, including: mandatory reporting, confidentiality, and abuse and neglect indicators.

**COURSE OBJECTIVES:** This course orients students to topics related to victim service provision, satisfying a core requirement of the Master of Science in Victim Services Management Curriculum. Upon course completion, students will have developed the following competencies:

- An appreciation for children's rights and the history of the child saving movement;
- An understanding of advocacy principles specific to working with children;
- A practical knowledge of abuse and neglect indicators; and
- A familiarity with best practices.

**ATTENDANCE POLICY:** Unlike traditional, instructor-led course, this course does not require you to present to class at a specific time. Instead, you must make a consistent effort to read the chapters, review the lectures, and complete the assignments by the due dates.

**COURSE REQUIREMENTS AND GRADING:**

- Weekly discussion participation activities based on weekly reading assignments
- Three Book Reviews/Critiques: Students will be responsible for submitting three book reviews/critiques
- Midterm Examination: A midterm examination will be used to assess students' mastery of the subject matter.
- Final Paper/Case Study: For the final examination, students will be asked to apply course material. Instructions will be provided later in the course.
- Mandatory Reporting Tutorial with Certification: Students will complete an online reporting tutorial and submit their certificates of completion to the professor

<b><u>Course Requirements:</u></b>	<b><u>Maximum Point Values:</u></b>
(3) Book Reviews/Critiques	45
Midterm Examination	25
Mandatory Reporting Tutorial with Certification	5
Final Examination	25

The grading scale is based on the following: A-100-90%, B-89-80%, C-79-70%, **F-below 69%**

**MAKE-UP EXAMS**

There will no opportunities for make-up exams, unless extenuating circumstances occur.

*Please refer to the on-line resources:*

**STUDENT ACADEMIC POLICIES**

Each student is required to do his or her own work in this course. ***I take academic dishonesty very seriously. Students who violate the academic honesty code will be failed in the course.*** For further information concerning Attendance, Academic Honesty, Disabled Student and Services for Disabled Students, and Absences on Religious Holy Days may be found at:

(<http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>).

**USE OF TELEPHONE AND TEXT MESSAGES IN ACADEMIC CLASSROOMS AND FACILITIES:**

(<http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>).

**A NOTE ABOUT THE SUBJECT MATTER OF CLASS MATERIAL:**

Over the course of the semester we will cover various topics that may be considered controversial or emotionally charged. While these are very important topics, you may find that some of the material presented in class, or that is assigned for you to read, is disturbing because of the very nature of the topic. You may have some personal experience with the subject or know someone else who has had such experience. If you find yourself overwhelmed with feelings, or are in an abusive relationship, I urge you to take one or more of the following actions:

- ✓ Call a trusted family member
- ✓ Call a trusted friend
- ✓ Talk with a trusted mentor or professor on campus
- ✓ Seek support, help, or assistance (for yourself or someone you suspect is being abused) from any of the following local resources:
  - **SHSU Counseling Center** 936-294-1720 (<http://www.shsu.edu/~counsel/>)
  - University Police Department Emergency on-campus: 4-10000/Emergency off-campus: 936-294-1000 <http://www.shsu.edu/dept/public-safety/upd/index.html>
  - **SHSU Psychological Services Center** 936-294-1210 (<http://www.shsu.edu/~clinpsy/psc/>)
  - The **SAAFE House** (for sexual assault and family violence) 24-hour crisis hotline 936-291-3369 or 936-327-2513
  - **Montgomery County Women's Center** 24-hour crisis hotline 936-441-7273
  - **The National Domestic Violence Hotline** 1-800-799-SAFE
  - **The 24-hour National Suicide Hotline** 1-800-273-8255
  - **(National) Office for Victims of Crime:** [http:// www.ojp.usdoj.gov/ove/sites.html](http://www.ojp.usdoj.gov/ove/sites.html)
  - **Texas Abuse/Neglect Hotline (children, older adults and the disabled)** 1-800-252-5400 or <https://www.txabusehotline.org>

**Mandatory Reporting:** Under Title IX of the 1972 Education Amendments to the United States Code, I am required to report sexual assault, domestic violence, and stalking to campus administrators. Please avoid disclosing personal information in your papers or posts if you are concerned about it being reported. Additionally, under Texas law, I am required to report child and elder abuse and the maltreatment of persons with disabilities.

**ANNOTATED OUTLINE OF TOPICS TO BE COVERED**

<b>MODULE</b>	<b>TOPIC/TEXTBOOK READING</b>
Module 1 10/18-10/25	<b>History of the Child Saving Movement in the United States</b> <b>Readings:</b> 1.) Curry, L. (2007). The DeShaney Case: Child abuse, family rights and the dilemma of state intervention. Lawrence, KS: University Press of Kansas. (1 <sup>st</sup> half) 2.) Lau, K.J., Krase, K. & Morse, R. H. (2009). Mandated reporting of child abuse and neglect. New York, NY: Springer Publishing. (Ch. 1&2) <b>Tasks:</b> ➤ Review the Module 1 power point, lecture, and videos ➤ Complete the reading assignment & post any questions or comments on the optional discussion board ➤ Begin working on Book Review/Critique #1
Module 2 10/25-11/1	<b>Physical Child Abuse</b> <b>Readings:</b> 1.) Curry, L. (2007). The DeShaney Case: Child abuse, family rights and the dilemma of state intervention. Lawrence, KS: University Press of Kansas. (2 <sup>nd</sup> half) 2.) Lau, K.J., Krase, K. & Morse, R. H. (2009). Mandated reporting of child abuse and neglect. New York, NY: Springer Publishing. (Ch. 3) <b>Tasks:</b> ➤ Review the Module 2 power point, lecture, and videos ➤ Complete the reading assignment & post any questions or comments on the optional discussion board ➤ Continue working on Book Review/Critique #1
Module 3 11/1-11/8	<b>Filicide</b> <b>Readings:</b> 1.) Perry, B., and Szalavitz, M. (2006). The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love and healing. New York, NY: Basic Books. (1 <sup>st</sup> half) <b>Tasks:</b> ➤ Book Review/Critique #1 Due 11/8 (11:59 pm CST) ➤ Review the Module 3 power point, lecture and videos ➤ Complete the reading assignment & post any questions or comments on the optional discussion board ➤ Begin working on Book Review/Critique #2

Module 4 11/8-11/15	<p><b>Emotional Abuse and Child Endangerment-Children's Exposure to Domestic Violence</b></p> <p><b><u>Readings:</u></b></p> <ol style="list-style-type: none"> <li>1.) Perry, B., and Szalavitz, M. (2006). The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love and healing. New York, NY: Basic Books. (2<sup>nd</sup> half)</li> <li>2.) Lau, K.J., Krase, K. &amp; Morse, R. H. (2009). Mandated reporting of child abuse and neglect. New York, NY: Springer Publishing. (Ch. 4)</li> </ol> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>➤ Review the Module 4 power point, lecture, and videos</li> <li>➤ Complete the reading assignment &amp; post any questions or comments on the optional discussion board</li> <li>➤ Continue working on Book Review/Critique #2</li> </ul>
Module 5 11/15-11/26	<p><b>Child Neglect</b></p> <p><b><u>Readings:</u></b></p> <ol style="list-style-type: none"> <li>1.) Beam, C. (2013). To the end of June: The intimate life of American foster care. New York, NY: Houghton-Mifflin. (1<sup>st</sup> half)</li> <li>2.) Lau, K.J., Krase, K. &amp; Morse, R. H. (2009). Mandated reporting of child abuse and neglect. New York, NY: Springer Publishing. (Ch. 5)</li> </ol> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>➤ Book Review/Critique #2 Due 11/26 (11:59 pm CST)</li> <li>➤ Review the Module 5 power point, lecture, and videos</li> <li>➤ Complete the reading assignment &amp; post any questions or comments on the optional discussion board</li> <li>➤ <b>Midterm Examination Due 11/26 (11:59 pm CST)</b></li> </ul>
Module 6 11/26-12/1	<p><b>Child Sexual Abuse: Incest</b></p> <p><b><u>Readings:</u></b></p> <ol style="list-style-type: none"> <li>1.) Beam, C. (2013). To the end of June: The intimate life of American foster care. New York, NY: Houghton-Mifflin. (2<sup>nd</sup> half)</li> </ol> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>➤ Review the Module 6 power point, lecture, and videos</li> <li>➤ Complete the reading assignment &amp; post any questions or comments on the optional discussion board</li> <li>➤ Begin working on Book Review/Critique #3</li> </ul>

Module 7 12/1-12/7	<p><b>Child Sexual Abuse and Exploitation: Non-Familial Offenders</b></p> <p><b>The Best Interest of the Child, Mandatory Reporting, and Children's Advocacy</b></p> <p><b><u>Readings:</u></b></p> <ol style="list-style-type: none"><li>1.) Lau, K.J., Krase, K. &amp; Morse, R. H. (2009). Mandated reporting of child abuse and neglect. New York, NY: Springer Publishing. (Ch. 6-11)</li><li>2.) "The Girls Next Door". NY Times Article. Access this document online.</li></ol> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"><li>➤ Book Review/Critique #3 Due 12/7 (11:59 pm CST)</li><li>➤ Review the Module 7 power point, lecture, and videos</li><li>➤ Complete the reading assignment &amp; post any questions or comments on the optional discussion board</li><li>➤ <b>Complete mandatory training tutorial and submit copy of certificate to professor by 12/7 (11:59 pm CST) (Review instructions under the "Mandatory Training Tutorial" Tab)</b></li><li>➤ <b>Final Examination Due <i>December 7, 2017 (11:59 p.m. CST)</i> (<i>Available 11/30-12/7</i>)</b></li></ul>
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