



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 12	(2) CHILD ABUSE	(3) 3
Number	Title	Units

<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="3">(4) Lecture / Lab Hours:</td> </tr> <tr> <td colspan="3">Total Course Hours</td> </tr> <tr> <td style="width:20%">Total Lec hours:</td> <td style="width:10%">54.00</td> <td style="width:10%"></td> </tr> <tr> <td>Total Lab hours:</td> <td>0</td> <td></td> </tr> <tr> <td>Total Contact hours:</td> <td>54.00</td> <td></td> </tr> <tr> <td colspan="3">Lec will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td colspan="3">Lab will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td colspan="3">(5) Grading Basis:</td> </tr> <tr> <td>Grading Scale Only</td> <td></td> <td></td> </tr> <tr> <td>Pass/No Pass option</td> <td>X</td> <td></td> </tr> <tr> <td>Pass/No Pass only</td> <td></td> <td></td> </tr> <tr> <td colspan="3">(6) Advisories:</td> </tr> <tr> <td colspan="3">Eligibility for English 126</td> </tr> <tr> <td colspan="3">Eligibility for English 125</td> </tr> <tr> <td colspan="3">(7) Pre-requisites(requires C grade or better):</td> </tr> <tr> <td colspan="3">Corequisites:</td> </tr> </table>	(4) Lecture / Lab Hours:			Total Course Hours			Total Lec hours:	54.00		Total Lab hours:	0		Total Contact hours:	54.00		Lec will generate <u>0</u> hour(s) outside work.			Lab will generate <u>0</u> hour(s) outside work.			(5) Grading Basis:			Grading Scale Only			Pass/No Pass option	X		Pass/No Pass only			(6) Advisories:			Eligibility for English 126			Eligibility for English 125			(7) Pre-requisites(requires C grade or better):			Corequisites:			<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="3">(8) Classification:</td> </tr> <tr> <td colspan="3">Degree applicable: X</td> </tr> <tr> <td colspan="3">Non-degree applicable:</td> </tr> <tr> <td colspan="3">Basic skills:</td> </tr> <tr> <td>(9)RC</td> <td>Fulfills AS/AA degree requirement: (area)</td> <td></td> </tr> <tr> <td colspan="3">General education category:</td> </tr> <tr> <td colspan="3">Major: CHILD DEVELOPMENT PARAPROFESSIONAL</td> </tr> <tr> <td colspan="3">Certificate of: CHILD CARE FOR SCHOOL-AGE CHILDREN/TEACHER PARAPROFESSIONAL</td> </tr> <tr> <td colspan="3">Certificate in:</td> </tr> <tr> <td>(10)CSU</td> <td>Baccalaureate:</td> <td>X</td> </tr> <tr> <td>(11)Repeatable: (A course may be repeated three times)</td> <td></td> <td>0</td> </tr> </table>	(8) Classification:			Degree applicable: X			Non-degree applicable:			Basic skills:			(9)RC	Fulfills AS/AA degree requirement: (area)		General education category:			Major: CHILD DEVELOPMENT PARAPROFESSIONAL			Certificate of: CHILD CARE FOR SCHOOL-AGE CHILDREN/TEACHER PARAPROFESSIONAL			Certificate in:			(10)CSU	Baccalaureate:	X	(11)Repeatable: (A course may be repeated three times)		0
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(12) Catalog Description:
 This course will explore the issues related to abused, battered, and neglected children, along with the profile of abusers. Reporting laws and professional responsibilities will be identified. Identification, prevention and treatment of abused children and abusers will be covered.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Recognize child abuse indicators and identify responsibilities of mandated reporters.
- II. Describe the dynamics of abusive families and the characteristics of high-risk children
- III. Apply knowledge and make referrals to various intervention and treatment programs.
- IV. Participate effectively in family group conferences.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. define child abuse and explain the causes and incidences of occurrence.
- II. learn the different types of abuse and analyze physical, behavioral and emotional indicators in each category.
- III. explore the dynamics of abusive families and the characteristics of high-risk children.
- IV. familiarize themselves with reporting laws, and the responsibilities of mandated reporters of suspected child abuse and the court process.
- V. explore various prevention and intervention programs and services.
- VI. compare and contrast the juvenile dependency procedure with family group conferencing.

IV. COURSE OUTLINE:

Lecture Content:

- I. Definition of child abuse
 1. Legal definition
 2. Cultural, ethnic, socio-economic factors
 3. Compare and contrast abuse and discipline
 4. Incidence of occurrence
- II. Indicators of the different types of child abuse

1. Physical abuse
2. Physical neglect
3. Emotional maltreatment
4. Sexual abuse
- III. What is not child abuse?
 1. Cultural practices
 2. Children fighting
 3. Reasonable force
 4. Disclosure of abuse beyond age 18
 5. SIDS
- IV. Profile of the abuser
- V. Reporting child abuse and neglect
 1. Who reports?
 2. Immunity from liability
 3. Liability for failing to report
 4. Purpose of reporting
 5. Making a report
 6. What happens to the report?
 7. Confidentiality
- VI. Legal Aspects
 1. Investigation of child abuse
 1. Interview questions and technique
 2. 300 Hold / Welfare and Institution Code
 3. The juvenile dependency proceedings
 - a. Detention hearing
 - b. Jurisdiction hearing
 - c. Disposition hearing
- VII. Prevention
 1. Community resources
- VIII. Intervention
 1. The restorative justice system
 2. Family group conferencing
 3. Foster families
 4. Group homes
- IX. Treatment / Case plan
 1. Counseling
 2. Health Services
 3. Effective parenting

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- I. Sample Text Title:
 1. Recommended - Bill Lockyer *Child Abuse Prevention Handbook and Intervention Guide*, -, 2006,
 2. Recommended - Colin Pritchard *The Child Abusers*, -, 2004,
 3. Recommended - *Understanding Child Abuse & Neglect*, Allyn & Bacon, 2005,
 4. Required - Pelzer,D. *A Child Called it*, HCI, 1993,
 5. Required - Pelzer,D. *The Lost Boy*, HCI, 1997,
 6. Required - Pelzer,D. *A Man Named Dave*, HCI, 1999,
 7. Required - Pelzer,D. *Help Yourself*, HCI, 2000,
- II. Other Readings
 1. Required - *Video: Shadows of Light, Attorney Generals Office, (2006)*
 2. Required - *Video: Understanding, Identifying and Responding to Childhood Trauma, Magna Systems*
 3. Required - *Video: Through the Eyes of The Child, Dave Thomas Foundation for Adoption*

Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Most of the students taking this course are entering occupational fields that mandate reporting suspected child abuse. It is crucial that students exit the course with a clear understanding of what is abuse and what is not. Therefore, the students will gain information on cultural practices, which could easily be misinterpreted as child abuse markings. Various cultures practice physical healing remedies with family members who are ill. These practices such as cupping and coining leave marks in patterns that help an observer to identify it as a cultural practice, rather than abuse. Sensitivity to this type of practice spares healthy families the unnecessary grief of being reported to Child Protective Services.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>		
	2. <i>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i>		
	a) essay exam(s)		d) written homework
X	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:

1. Research paper on a child abuse topic.
2. Report – autobiography dealing with child abuse, such as any in the collection written by David Peltzer.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
X	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems	X	f) other (specify):

Required assignments may include but are not limited to the following:

1. Students will develop a case plan with intervention services.

C. Skill demonstrations, including:			
	a) class performance(s)		c) performance exams(s)
	b) field work	X	d) other (specify)

Required assignments may include but are not limited to the following:

1. Students will conduct a mock Family Group Conference.

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false		e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Writing 35% Problem Solving 10% Skill 20% Objective Exam 35%

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

- Textbook
- Reference materials
- Instructor-prepared materials
- Audio-visual materials

College-Level Criteria Met	
YES	NO
<u>X</u>	_____
<u>X</u>	_____
<u>X</u>	_____
<u>X</u>	_____

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher) _____
- Text is used in a college-level course _____
- Used grading provided by publisher _____
- Other: (please explain; relate to Skills Levels) X Professional Judgment

Computation Level (Eligible for MATH 101 level or higher where applicable) _____

Content

X

Breadth of ideas covered clearly meets college-level learning objectives of this course	<u> X </u>	<u> </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	<u> </u>
Requires independent thought and study	<u> X </u>	<u> </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	<u> </u>

List of Reading/Educational Materials

Recommended - Bill Lockyer *Child Abuse Prevention Handbook and Intervention Guide*, -, 2006,

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Comments:

 This course requires special or additional library materials (list attached).

 This course requires special facilities:

Attached Files:

<p>BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p>	
<p>(eligibility for English 126) (as outcomes for English 262)</p> <p><u> X </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><u> X </u> Applying word analysis skills to reading in context.</p> <p><u> X </u> Using adequate basic functional vocabulary skills.</p> <p><u> X </u> Using textbook study skills and outlining skills.</p> <p><u> X </u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<p>1. Student will read and apply child abuse indicators to mandated reporting laws.</p> <p>2. An understanding and use of the 300-code section of the Child Welfare and Institution code is required.</p> <p>3. Students will read case studies, analyze and develop appropriate case plans.</p>
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p><u> X </u> Writing complete English sentences and avoiding errors most of the time.</p> <p><u> X </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><u> X </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><u> X </u> Expanding and developing basic sentence structure with appropriate modification.</p> <p><u> X </u> Combining sentences using coordination, subordination, and phrases.</p> <p><u> X </u> Expressing the writer's ideas in short personal papers</p>	<p>1. Students are required to write a case plan.</p> <p>2. Students will select a topic related to child abuse and write a research paper.</p> <p>3. Students will select autobiographical readings and write a report.</p>

utilizing the writing process in their development.

Check the appropriate spaces.

Eligibility for Math 101 is advisory for the target course.

Eligibility for English 126 is advisory for the target course.

Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites