

# CDEV 220: CHILD AS VICTIM

Santa Ana College, Department of Child Development and Education Studies

Professor: Marianne M. Laney, MS Fall 2017

## Santa Ana College Mission Statement

*The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community*

## Child Development and Education Studies Department Mission Statement

*The Department of Child Development and Education Studies is devoted to being a leader and partner in meeting diverse intellectual, sociocultural, and linguistic needs of educators and pre-professionals who aim to advocate and empower both children and families in the 21st century*

## Class Information

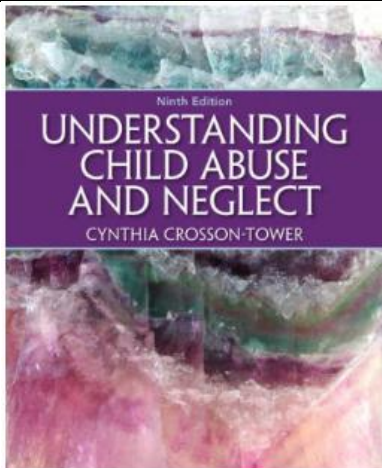
Course Number	Days	Time	Location
42571	Thursday	7:00pm – 10:10pm	V-150

## Instructor's Contact Information

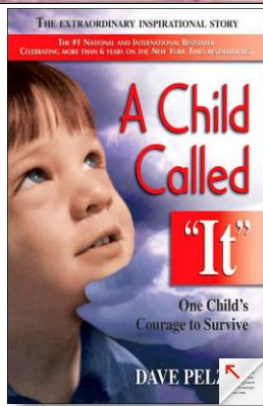
Dept. Facebook: SAC Human Development  
Department Phone: 714.564.6815

Email: laney\_marianne@sac.edu  
Personal Cell: 714.925.4995 (24hr message 8a-8p)

## Course Text and Materials



Crosson-Tower, Cynthia. *Understanding Child Abuse and Neglect*, 9th ed. Pearson, 2014, ISBN: 10 020539969X.



Peltzer, Dave. *A Child Called "It": One Child's Courage to Survive*. Health Communications, 1995 ISBN: 1558743669

## Additional Materials:

✓ Email Address, Internet Access, Apperson test sheets, #2 Pencil (additional materials TBA)

*Note: Students are responsible for making sure their correct e-mail is on file with Webadvisor at all times*

## Campus Safety

All SAC students automatically receive text alerts in case of emergency, but can also call 911 or campus security at anytime (714) 564-6330 (333 from a campus phone)

## Course Description

Exploration of battered, molested, and neglected children from five vantage points: child, law, parents, social services and educator (Same as Counseling 220).

## Course Expectations

*This 16-week traditional classroom based course offering is a highly sensitive class and requires students to learn course concepts as well as become an unwavering advocate for children in unfortunate circumstances. Students will be challenged to synthesize strongly sensitive material with real-world application. How to communicate with others which handling challenging situations will be strongly emphasized in this course. Students are expected to develop strong communication skills using sensitive and culturally appropriate language. Canvas is used for all course materials including assignments, assessments and supplemental information. Ultimately, this class will prepare students to become knowledgeable of victimization of children and advocacy techniques to protect those in need.*

## Course Learning Outcomes

Upon completion of class student will be able to:

- ✓ Analyze why child abuse and neglect is one of the most serious problems in the US today
- ✓ demonstrate an understanding of how typical development is a difficult task for the abused and neglected child
- ✓ gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- ✓ Explain and supply solutions to the problems encountered in child abuse
- ✓ Learn how communication is vital skill for maltreating parents to develop
- ✓ Learn how parents must be able to recognize their own feelings, communicate them articulately and appreciate the feelings of others.
- ✓ Learn to take responsibility for being a mandated reporter for child abuse
- ✓ explain techniques on how to help clients resolve problems, negotiate, mediate and advocate for the victims of child abuse
- ✓ demonstrate an understanding of profession, its ethical standards and relevant laws
- ✓ Understand the ethical issues regarding of maltreatment of the developing child.
- ✓ Be able to analyze different career operations in the areas of criminal justice, psychology, teaching, social work and others and State and Federal child abuse treatment programs.



## Course Policies and Etiquette

### **Add/Drop Procedures:**

Students who do not attend the first class will automatically be dropped. Students can re-request an add slip if there are still seats available in the class. Instructors cannot add over the class load or room limit. The last day to add or drop without a penalty is \_\_\_\_\_. It is the student's responsibility to drop after the date listed or will receive the grade earned in the class based on points earned.

### **Academic Honesty Policy:**

Students at Santa Ana College are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, or to cheat on an examination, corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. As institutions, we also consider academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty.

There are two categories of sanctions: Limited and College-wide. Limited sanctions include an academic action such as assigning a lower grade or a grade of "F" for the assignment, project, or test. College-wide sanctions include any sanction that will affect a student's standing with the college-at-large, up to and including suspension or expulsion from the college.

In cases where a violation of academic honesty is discovered, the faculty member is encouraged to file an "Academic Misconduct Incident Report" form and distribute the form to the appropriate offices listed. For the complete policy, go to: <https://www.sac.edu/StudentServices/AdmissionsRecords/Pages/Academic-Honesty-Policy-.aspx>

### **Academic Accommodations:**

A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Disabled Student Programs and Services (DSPS). To arrange for academic accommodations, contact the Disabled Student Office in Johnson Center, U-103, or phone (714) 564-6264, TTY (714) 564-6284 for a referral to the appropriate DSPS Department. Every professor will require proper documentation in order to accommodate each student appropriately. *It is each student's responsibility to share DSPS accommodations and follow guidelines as suggested.*

### **Participation and Attendance:**

In order to do well in a class of this nature, students are expected to appropriately participate each and every class meeting. Participation is weighed heavily toward your final grade. Should a student miss 2 or more classes, the student will be dropped from the class.

### **Etiquette:**

Due to the nature of the intense topics and sensitive of course materials, students are expected to communicate professionally. Students are asked to suspend judgement and examine personal bias and value assessments. Also, anything said in this class that is personal in nature is to "remain in the class" and is not to be shared outside of class in any way.

### **Contacting your professor:**

I am open to answer any questions that are not found on the syllabus or on the instructions of the assignment. BE SURE TO ASK YOUR PEERS FIRST IN THE DISCUSSION FORUM. If you email me, please make sure to put your name and course in the subject line, and be sure to be clear about what you are requesting. All correspondence will have a response within 24 hours M-Th between 8am & 8pm. The professor has the right to suspend answers to inquiries before or after the proper hours.

### **Assignments & Late Policy:**

This is an upper-division and highly sensitive course, therefore, **NO LATE WORK IS ACCEPTED**. It is understood that you, as a student, are at the advanced level in which to thrive in the virtual learning environment. Should an emergency arise, accommodations MAY be made if the Professor/Facilitator is notified in advance. Otherwise, this course is designed to allow a significant portion of points missed before dropping a full grade.

### **ASSIGNMENTS**

*Instructions to all assignments, APA or MLA format requirements as well as a grading rubric will be handed out during class for each assignment. Past examples of completed work may be available for preview. All assignments are to be turned in at the beginning of class (anything turned after start of class is considered late and will not be accepted).*

#### **Intro Discussion Board:**

The first assignment will be for students to get to know each other in class. This fosters engagement and will help for the duration of the semester.

#### **Foundational Assessment:**

In order to fully understand the course material, you will be asked who you are as a person and why this class/career choice is important to you. This will allow students to understand the impact of child victimization on a personal and social level.

#### **Article Analysis:**

Students will find 2 current event articles about child abuse in our community. Essay prompts are given in order to analyze the information and trends between articles.

#### **Case Study Presentation:**

Students will read and learn about “*A Child Called It*” book to learn about an in-depth case study about a severe child abuse and neglect and the outcomes of such abuse.

#### **Personal Reflection:**

At the end of the course students will write a summary paper of their learning and experiences during the course of the class.

### **ASSESSMENTS**

#### **Chapter Check-ins:**

Each chapter has a mini quiz at the beginning of class. Chapter check-ins are 5 points (5 T/F, 5 M/C) and are peer graded in class. Students are encouraged to read the materials before class. The lowest chapter check in will be dropped.

#### **Chapter Quizzes:**

Each Unit will have a quiz based on groupings of course topics. Quizzes are 10 points (10 T/F, 10 M/C @ .5 pts each). Students are encouraged to read the materials before class and take copious notes in order to do well on the weekly quizzes. The lowest Quiz will be dropped.

#### **Exams:**

This course offers 2 exams, 50 points each. Exams consist of Multiple Choice, T/F, Short Essay and Matching/Fill-in. Exams are not cumulative. Refer to the schedule for specific dates.

## GRADING

Grades will be based on the number of points that you have earned out of the 500 possible points in the course. Students can keep a log of their scores on this sheet.

Points are available as follows:

UNIT I		<u>For each assignment:</u>
Intro Discussion Board	<u>    / 20</u>	<ul style="list-style-type: none"> <li>✓ All assignments are available on Canvas</li> <li>✓ Follow the instructions per each assignment</li> <li>✓ Fill all lines or areas given</li> <li>✓ Use the Rubric and peer review to maximize your quality of work</li> </ul>
CCI 1	<u>    / 5</u>	
CCI 2	<u>    / 5</u>	
CCI 3	<u>    / 5</u>	
Foundational Assessment	<u>    / 25</u>	
Quiz Unit I	<u>    / 10</u>	
<b>UNIT I TOTAL</b>	<b><u>    / 70</u></b>	
UNIT II		<u>How to do well in this class:</u>
CCI 4	<u>    / 5</u>	<ul style="list-style-type: none"> <li>✓ Come to class</li> <li>✓ Participate in class</li> <li>✓ Read the chapters BEFORE class</li> <li>✓ Complete all the work assigned</li> <li>✓ Turn in assignments on time</li> <li>✓ Ask questions and empower yourself!</li> </ul>
CCI 5	<u>    / 5</u>	
CCI 6	<u>    / 5</u>	
CCI 9	<u>    / 5</u>	
Article Analysis	<u>    / 25</u>	
Midterm Exam	<u>    / 50</u>	
Quiz Unit II	<u>    / 10</u>	
<b>UNIT II TOTAL</b>	<b><u>    / 105</u></b>	
UNIT III		<u>Grade Category by %:</u>
Film Analysis	<u>    / 50</u>	<div style="text-align: center;">                     Participation: 10%                      Assessments: 43%                      Assignments: 47%                 </div>
CCI 7	<u>    / 5</u>	
CCI 8	<u>    / 5</u>	
CCI 10	<u>    / 5</u>	
CCI 11	<u>    / 5</u>	
Participation first 1/2	<u>    / 25</u>	
Quiz Unit III	<u>    / 10</u>	
<b>UNIT III TOTAL</b>	<b><u>    / 105</u></b>	
UNIT IV		<u>Final Grade Breakdown:</u>
Child Called "IT"	<u>    / 50</u>	<div style="text-align: center;">                     450-500 = A (90-100%)                      400-449 = B (80 – 89%)                      350-499 = C (70 – 79%)                      300-349 = D (60 – 69%)                      0-299 = F (59% or less)                 </div>
CCI 12	<u>    / 5</u>	
CCI 13	<u>    / 5</u>	
CCI 14	<u>    / 5</u>	
CCI 15	<u>    / 5</u>	
Quiz Unit IV	<u>    / 10</u>	
<b>UNIT IV TOTAL</b>	<b><u>    / 80</u></b>	
UNIT V		<u>How to Calculate your final grade:</u>
CCI 16	<u>    / 5</u>	<div style="text-align: center;"> <i>divide your grade by the total points, then x 100</i> </div> <div style="text-align: center;">                     478/500 = .956; .956 x 100 = 95.6% = A                      428/100 = .856; .856 x 100 = 85.6% = B                      356/500 = .712; .712 x 100 = 71.2% = C                      308/500 = .616; .616 x 100 = 61.6% = D                      256/500 = .512; .512 x 100 = 51.2% = F                 </div>
Quiz Unit V	<u>    / 10</u>	
Participation last 1/2	<u>    / 25</u>	
Final Exam	<u>    / 50</u>	
Personal Reflection	<u>    / 50</u>	
<b>UNIT V TOTAL</b>	<b><u>    / 140</u></b>	
<b>COURSE TOTAL</b>	<b><u>    / 500</u></b>	

Week	Date	Chapters	Topic	Class Activities	Items Due
1	8/31		Welcome and Introductions	Review Syllabus	Get the book!
2	9/7	Chapter 1	Historical Perspective	✓ Chapter Check in ✓ Lecture/Activity	<i>Intro Discussion Board</i>
3	9/14	Chapter 2	The Family	✓ Chapter Check in ✓ Lecture/Activity	
4	9/21	Chapter 3	The Child	✓ Chapter Check in ✓ Lecture/Activity	<i>Foundational Assessment</i>
5	9/28	Chapter 4	Neglect	✓ Chapter Check in ✓ Lecture/Activity	<b>QUIZ 1 DUE</b>
6	10/5	Chapter 5	Physical	✓ Chapter Check in ✓ Lecture/Activity	
7	10/12	Chapter 6 & 9	Sexual & Psychological Abuse	✓ Chapter Check in ✓ Lecture/Activity	<i>Article Analysis</i>
8	10/19	<b>Midterm Exam</b>			
9	10/26	Chapter 7 & 8	Interfamilial & Extra- familial Abuse	✓ Chapter Check in ✓ Lecture/Activity	<b>QUIZ 2 DUE</b>
10	11/2	Chapter 10	Intervention	✓ Chapter Check in ✓ Lecture/Activity	
11	11/9	Chapter 11	Legal Response	✓ Chapter Check in ✓ Lecture/Activity	<i>Precious Paper</i>
12	11/16	Chapter 12 & 13	Treatment	✓ Chapter Check in ✓ Lecture/Activity	<b>QUIZ 3 DUE</b>
13	11/23	NO class – Thanksgiving Break!			
14	11/30	Chapter 14 & 15	Foster Care Adults Abused as Children	✓ Chapter Check in ✓ Lecture/Activity	<i>Child Called It Assignment</i>
15	12/7	Chapter 16	Child Protection	✓ Chapter Check in ✓ Lecture/Activity	<b>QUIZ 4 DUE</b>
16	12/14	<b>Final Exam</b>			<b>QUIZ 5 DUE</b> <i>Personal reflection</i>