

Child Abuse and Neglect: PSY 368
DePaul University
Department of Psychology
Winter Quarter 2008

PROFESSOR: Karen S. Budd, Ph.D.
ROOM: Byrne 452
CLASS TIME: Tuesday & Thursday, 1:30 - 3:00 pm
OFFICE: Byrne 507
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Email: kbudd@depaul.edu
OFFICE HOURS: Monday, 1:00-3:00; Thursday, 10:30-12:30
PREREQUISITES: Psychology 240, 241, and 333 or equivalent

Course Description:

This course investigates in detail the causes, consequences, and contextual factors associated with child maltreatment (abuse and neglect) and interventions for children and families. The course considers maltreatment within an ecological context and examines issues of culture and diversity (e.g., race, gender, ethnicity, socioeconomic status, sexual identity, family structure) in relation to maltreatment. It is designed for students with prior coursework in psychological research methods and child psychology or equivalent.

Objectives:

1. To demonstrate understanding of risk factors, characteristics, and consequences of child maltreatment.
2. To demonstrate knowledge of services and intervention options for children and families related to maltreatment, and knowledge of research evidence regarding their effectiveness.
3. To demonstrate understanding of how culture and diversity impact the interpretation and reporting of child maltreatment as well as interventions and case decisions related to child maltreatment.

Required Readings and Videos:

The text for this class, listed below, is available in the DePaul bookstore. Additional required readings are available as pdf files in the Assignments folder on Blackboard. Readings for each week are listed on the syllabus.

Miller-Perrin, C. L., & Perrin, R. D. (2007). *Child Maltreatment: An Introduction* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Several videos will be shown in class. A few will be available on reserve at the Richardson Library; others will only be available in class. Videos are considered a part of the assigned class material.

Course Assignments and Grading:

1. Class Participation (15%): Students are expected to participate actively in the class exercises and discussions. Participation will be graded on the student's verbal contributions, teamwork in small group activities, and ability to integrate readings into class discussions and exercises. Attendance is not graded; however, it is a prerequisite to participation.

2. Reaction Papers (75%): To promote analysis and integration of material from class discussions and readings, students will write three reaction papers (minimum of 4 and maximum of 6 double-spaced, typed pages). In the reaction papers, students will summarize their understanding and views on the topics covered in readings and class, what is important or revealing to them about the material, *and* the implications of the material for working with children and families. Students should cite a *minimum* of 5 assigned readings (e.g., book chapters or articles, and the specific point being cited) *and* refer to a minimum of 5 topics/issues discussed in class (e.g., facts, videos, discussion points, group activities) to anchor their ideas in class material. The format for papers is open to individual choice, but the ideas should be organized into a coherent, readable fashion that demonstrates understanding of the material. One reaction paper, due at the beginning of Class 7, will relate to the assigned material and class content for Classes 1-6. The second reaction paper, due at the beginning of Class 13, will relate to assigned material and class content from Classes 7-12. The third reaction paper, due on Friday, 3/14/08, will relate to assigned material and class content from Classes 13-20.

In the reaction papers, students should briefly describe the main concepts and issues covered and explain their relevance to child maltreatment. Reaction papers should *not* simply summarize the readings, but instead they should focus on *how* and *why* the topics covered are important to the field of child abuse and neglect. For example, they should state what impact a concept such as attachment or a problem such as parental substance abuse has on the likelihood of child maltreatment, on services to children and families, or on outcomes for children. As noted above, students should incorporate material from both the readings *and* class discussions to illustrate points.

Reaction papers will be graded based on content, organization, relevance to readings and material, clarity and synthesis of ideas, originality, quality of writing, and timeliness. Although the reaction papers need not be in the style of a formal research report, they should be carefully edited and professionally written. Students are expected to work independently on their reactions papers and to write in their own words. Credit must be acknowledged for any quotations or paraphrases from sources other than the student.

3. Organizational Profile Assignment (10%): Students will identify, visit, and gather information on a local community agency that serves children and/or families dealing with issues of child abuse or neglect. Based on the student's research, he/she will develop an organizational profile about the agency's mission and services to turn in and share with the class. More information will be provided about the assignment on a separate sheet. Students must be in class on the day they are assigned to present to receive credit for the oral portion of the grade.

Personal Mental Health:

This seminar covers issues that are often emotional or controversial. It is typical for students to feel some discomfort as they discuss issues related to abuse and neglect, and topics may raise troubling feelings based on students' prior experiences. The DePaul University Student Counseling Center is a free resource for students who would like support for mental health issues. The Counseling Center is located in Centennial Hall 302 and can be reached at (773) 325-7779. Make sure that you are contributing to a safe environment for learning from one another.

Class Schedule
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*Note: Readings listed below are required and should be read **prior to** the class for which they are listed. Articles listed are available for download as pdf files from Blackboard or, in the case of the Chadwick Center reading, from the listed website..*

Class 1: 1/03/08

Introduction to Course; Historical Overview of Child Abuse and Neglect

Class 2: 1/08/08

Definitions and Types of Child Abuse and Neglect

Chapter 1 of text

Kempe, C. H., Silverman, F. N., Steele, B. F., Droegemueller, W., & Silver, H. K. (1962). The battered-child syndrome. *Journal of the American Medical Association*, 181, 17-24.

Class 3: 1/10/08

Understanding the Causes of Child Maltreatment

Chapter 2 of text

Class 4: 1/15/08

Parenting Patterns and the Developmental Context

Wolfe, D. A. (1999). Normal and abnormal child-rearing patterns (Ch.2). In *Child abuse: Implications for child development and psychopathology* (2nd ed., pp. 18-34). Thousand Oaks, CA: Sage Publications.

Class 5: 1/17/08

Cultural Perspectives on Child Maltreatment

Kotchick, B. A., & Forehand, R. (2002). Putting parenting in perspective: A discussion of the contextual factors that shape parenting practices. *Journal of Child and Family Studies*, 11, 255-269.

Class 6: 1/22/08

Physical Abuse

Chapter 3 of text

Class 7: 1/24/08

Treatment and Prevention Approaches

Due: First Reaction Paper

Class 8: 1/29/08
Sexual Abuse

Chapter 4 of text

Due: Turn in Organizational Profile Planning Form

Class 9: 1/31/08
Neglect

Chapter 5 of text

Class 10: 2/05/08
Psychological Maltreatment

Chapter 6 of text

Class 11: 2/07/08
Designing and Delivering Interventions

Chadwick Center for Child Protection (2004). "Closing the Quality Chasm in Child Abuse Treatment: Identifying and Disseminating Best Practices: The Findings of the Kauffman Best Practices Project to Help Children Heal from Child Abuse."
<http://www.cachildwelfareclearinghouse.org/resources/featured-articles>

Class 12: 2/12/08
Key Issues in Responding to Maltreatment

Chapter 8 of text

Class 13: 2/14/08
Substance Abuse and Domestic Violence

Due: Second Reaction Paper

Class 14: 2/19/08 (no class)
Class 15: 2/21/08 (no class)
Class 16: 2/26/08 (no class)

Special Note: No class will be held for the three dates noted above. During that time, students are expected to complete the following activities:

- (1) Watch the documentary "**Love & Diane**," which is on reserve at the Richardson library. This video is 167 minutes.
- (2) Watch "**The Caseworker Files**," a 60-minute documentary on reserve at the Lincoln Park library.
- (3) Complete your visit to a community agency for the Organizational Profile Assignment.

Class 17: 2/28/08
Discussion of Videos and Other Forms of Maltreatment

Chapter 7

Class 18: 3/04/08
Controversial Issues in the Study of Maltreatment

Chapter 9 of text

Class 19: 3/06/08
Advancing the Field of Child Maltreatment

Chapter 10 of text

Due: Turn in Organizational Profile Report Form and present orally to the class

Class 20: 3/11/08
What You Can Do to Help

Chapter 11 of text

Due: Turn in Organizational Profile Report Form and present orally to the class

Third Reaction Paper Due Friday, 3/14/08 at noon