

# CDE 228: CHILD MALTREATMENT, INTERVENTION, & PREVENTION

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**Formerly known as:**

ECE 031 (or if cross-listed - inactivated courses associated with this course)

**Originator**

wsanders

**Co-Contributor(s)**

**Name(s)**

Greene, Donna

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**Justification / Rationale**

To align course numbers and program to make it more logical for students to see how to complete the degree and certificates.

**Effective Term**

Fall 2020

**Credit Status**

Credit - Degree Applicable

**Subject**

CDE - Child Development & Education

**Course Number**

228

**Full Course Title**

Child Maltreatment, Intervention, & Prevention

**Short Title**

CHILD MALTREATMENT

**Discipline**

**Disciplines List**

Child Development/Early Childhood Education

**Modality**

Face-to-Face

100% Online

Hybrid

**Catalog Description**

This course examines physical, emotional and sexual abuse, neglect, and exploitation of minors (children and youth), as well as issues which contribute to child maltreatment. The developmental consequences of stress and trauma on children are explored. Emphasis is placed on appropriate ways to support family strengths, foster positive mental health and prevent, detect and intervene in cases of suspected child maltreatment. California Mandated Reporter Training will be completed as a part of this course.

**Schedule Description**

Child Maltreatment: history, systems, recognition, intervention, and prevention.

Advisory: ENG 001A

**Lecture Units**

3

**Lecture Semester Hours**

54

**In-class Hours**

54

**Out-of-class Hours**

108

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

Advisory: ENG 001A

**Required Text and Other Instructional Materials****Resource Type**

Book

**Author**

Crosson-Tower, C.

**Title**

Understanding Child Abuse and Neglect

**Edition**

9th

**City**

New York

**Publisher**

Pearson

**Year**

2014

**College Level**

Yes

**Flesch-Kincaid Level**

15.5

**ISBN #**

9780205399697

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**Resource Type**

Manual

**Author**

California Department of Social Services, Office of Child Abuse Prevention

**Title**

The California Child Abuse and Neglect Reporting Law- Issues and Answers for Mandated Reporters

**Publisher**

Office of Child Abuse Prevention Weblink provided by instructor

**Year**

2003-05-01

**Resource Type**

Web/Other

**Description**

Crosson-Tower, C. (2004). Understanding Child Abuse and Neglect. NY: Pearson. (Current ed.).

**For Text greater than five years old, list rationale:**

This text is supplemented with recent articles and news about this topic. We are seeking an open educational resource for this course.

**Class Size Maximum**

35

**Entrance Skills**

Students will be required to read college level texts and to produce APA cited essays.

**Requisite Course Objectives**

ENG 001A-Read, analyze, and interpret varied texts (e.g., literary, digital, visual).

ENG 001A-Use a variety of rhetorical strategies to write essays.

ENG 001A-Correctly use MLA and/or APA documentation.

**Course Content**

1. History and current culture of maltreatment in the United States
  2. Specific types of Child Maltreatment and their effects
    - Physical abuse and neglect
    - Emotional abuse and neglect
    - Sexual abuse
    - Exploitation
    - Trauma
  - c. Current treatment practices and collaborative efforts being utilized relative to child maltreatment
    - In the U.S.
    - In the local community
  - d. Local and national institutions, agencies, and services available to address problems relating to child maltreatment.
  - e. Scope of practice and role of mandated reporters in the processes of
    - Prevention of
    - Detection of
    - Intervention into child maltreatment
  - f. Advocacy for children in the area of Child Maltreatment
    1. Current significant research on brain development of at-risk children
    2. Multi-dimensional developmental impact of maltreatment on children
- Career options for students interested in the field of child abuse, neglect, trauma and related intervention

**Course Objectives**

	<b>Objectives</b>
Objective 1	Describe the history, systems, and current cultural attitudes towards child abuse, neglect, and trauma in the United States.
Objective 2	List and explain the services and functions of local agencies that are available for at-risk children and families
Objective 3	Identify children who may require collaborative support and/or referral for services.
Objective 4	Define and explain the effects of physical abuse and neglect, emotional abuse and neglect, sexual abuse, and trauma of children.

Objective 5	Identify the mandated reporter's role in prevention and detection of, as well as intervention in, cases of child abuse.
Objective 6	Describe the impact of substance abuse and domestic violence on the developing child.
Objective 7	Describe the developmental consequences of stress and trauma.
Objective 8	Explain the development of supports necessary for positive mental health in children.
Objective 9	Demonstrate how to report suspected cases of abuse.
Objective 10	Review mandated reporting laws in California and construct a fictitious suspected child abuse/neglect report.
Objective 11	Describe familial and extra familial influences on healthy and dysfunctional family systems.

### Student Learning Outcomes

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

Outcome 1	Classify the different types of child maltreatment, contributing factors and preventive strategies.
Outcome 2	Identify and explain California's mandated reporting process and protocols.
Outcome 3	Discover and summarize available resources for intervention, support and referral for at-risk children and families.
Outcome 4	Explain the potential impact of maltreatment on a child's development.

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Collaborative/Team	Students will research and work in small groups to describe different types of maltreatment and neglect. Teams will research and present to the rest of the class the findings of their research.
Lecture	Instructor will provide an overview of the different topics
Discussion	Small group discussions in class will aid in understanding the course material.
Supplemental/External Activity	Students will find and interview adults working in the fields of juvenile justice, child protective services, trauma services, and health and wellness. The interviews will be transcribed and presented in class to share with others.

### Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will write essays regarding research on topics related to the course.	In and Out of Class
Presentations/student demonstration observations	Students will provide oral and written reports of small group work.	In Class Only
Mid-term and final evaluations	multiple choice, short answer, fill in the blank traditional exams will be completed in teams.	In Class Only
Tests/Quizzes/Examinations	Quizzes and journal summaries of the reading will be required.	In and Out of Class
Group activity participation/observation	Group projects will be completed related to topics presented in class.	Out of Class Only
Written homework	Students will gather three to five news reports to share in class regarding child maltreatment.	Out of Class Only

### Assignments

#### Other In-class Assignments

1. Class discussion
2. Student oral and written reports
3. Audio/visual presentations
4. Guest speakers
5. Examinations of various types, such as essay and multiple choice.

**Other Out-of-class Assignments**

1. Readings in the textbook and recommended supplementary articles and providing written responses to the reading. (approximately 20 hours)
2. One comparative report on the student's personal attitudes towards child abuse, neglect, and trauma. (approximately 5 hours)
3. Multiple reaction papers to local or national popular press regarding abuse, neglect, and trauma (approximately 10 hours)
4. Group projects (approximately 10 hours)
5. Critical thinking will be developed by:
  - Analyzing service/functions of local agencies. (Interviews and reports- approximately 25 hours)
  - Viewing audio visual materials and providing written responses (approximately 10 hours)
  - Describing and analyzing the effectiveness of different types of abuse and intervention programs. (approximately 25 hours)
6. Local and national resource collection of support and services available to families and children dealing with abuse, neglect, or trauma. (approximately 10 hours)
7. Chapter questions

**Grade Methods**

Letter Grade Only

**Distance Education Checklist**

**Include the percentage of online and on-campus instruction you anticipate.**

**Online %**

70

**On-campus %**

30

**What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?**

Face to face sessions will provide an opportunity to review the LMS and assist students who might be struggling with the online components. Students will engage in face to face small group discussions and begin team projects that can be continued online. Guest speakers may also be invited to the face to face sessions.

**Instructional Materials and Resources****Effective Student/Faculty Contact**

**Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?**

**Within Course Management System:**

Timely feedback and return of student work as specified in the syllabus  
Discussion forums with substantive instructor participation  
Chat room/instant messaging  
Regular virtual office hours  
Private messages  
Online quizzes and examinations  
Video or audio feedback  
Weekly announcements

**External to Course Management System:**

Direct e-mail  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Synchronous audio/video  
Telephone contact/voicemail  
USPS mail

**For hybrid courses:**

Scheduled Face-to-Face group or individual meetings  
Field trips  
Orientation, study, and/or review sessions  
Supplemental seminar or study sessions

## Other Information

### MIS Course Data

**CIP Code**

19.0706 - Child Development.

**TOP Code**

130510 - Child and Adolescent Development

**SAM Code**

C - Clearly Occupational

**Basic Skills Status**

Not Basic Skills

**Prior College Level**

Not applicable

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Transferable to both UC and CSU

**General Education Status**

Not applicable

**Support Course Status**

Course is not a support course

**Allow Audit**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

### Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

ECE\_CommitteeMinutes March 14 2018.pdf

## Approvals

**Curriculum Committee Approval Date**

9/19/2019

**Academic Senate Approval Date**

9/26/2019

**Board of Trustees Approval Date**

10/31/2019

**Chancellor's Office Approval Date**

12/09/2019

**Course Control Number**

CCC000609661

**Programs referencing this course**

Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=129>)

Liberal Arts: Social and Behavioral Sciences AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=30>)

Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined/?key=62>)