

Course Syllabus
Southeast Missouri State University

College of Health and Human Services
Course: Child Advocacy III: Responding to the Survivor of
Child Abuse and Survivor Responses

Course Number: HS 402
New: Fall 2013

I. Catalog Description and Credit Hours

A multidisciplinary perspective to child maltreatment prevention, advocacy, and treatment. Emphasis on developing greater competencies in professional intervention strategies. 3 Credit Hours

II. Prerequisites: HS301 and HS401. May be taken concurrently with HS 401.

III. Objectives

- A. Explain and interpret the criteria for alleged maltreatment.
- B. Identify services and support systems for families in crisis.
- C. Identify and interpret childhood psychopathologies related to maltreatment.
- D. Demonstrate a competent understanding of co-occurring factors of child maltreatment (i.e., depression, anxiety, sexualized behavior, neurobiological, suicide, and identity issues).
- E. Demonstrate competent knowledge of mental health assessment procedures, diagnosis, and treatment.
- F. Recognize and Interpret the DSM criteria for the following: PTSD, reactive attachment disorder, and other trauma responses.
- G. Discuss the role of professionals across the multiple disciplines.
- H. Identify the challenges of long term planning with children and families in crisis.
- I. Discuss how demographic factors (i.e., race, class, sexual orientation, religion, and gender) might vary respective to child maltreatment.
- J. Explore the benefits and unique challenges of providing advocacy to children of maltreatment.

IV. Student Learning Outcomes

- A. Explain and interpret the criteria for alleged maltreatment.
- B. Identify services and support systems for families in crisis.
- C. Identify and interpret childhood psychopathologies related to maltreatment.

V. Expectations of Students:

- A. Attend class and actively participate in discussions and classroom activities;
- B. Consistently be familiar with, and conversant on all reading as assigned;
- C. Complete all assignments by the due dates;
- D. Submit written assignments when due;

Additional expectations may be specified by individual instructors.

VI. Course Content

- I. Case Management 6
 - 1. Professional roles related to child maltreatment
 - 2. Creating goals with families and providing services for the families' need
 - 3. Providing culturally sensitive care
- II. Child development and responses/outcomes of maltreatment-immediate 3
 - 1. Development of disorders
 - 2. Traumatic responses and ego development/sense of self
 - 3. Emotional development and emotional regulation
 - 4. Intellectual, physical and psychosexual development
 - 5. Neurobiology of childhood stress and trauma; somatoform symptoms
 - 6. Effects of neglect
 - 7. Protective and prevention factors
 - 8. Outcomes reported in the literature
Physical and psychological responses: depression, anxiety, sexualized behavior, neurobiological sequelae, suicide, etc
 - 9. Referrals and resources
- III. Working with families 3
 - 1. Engaging and developing relationships with families
 - 2. Assessment of families
 - 3. Interviewing techniques; overcoming resistance, strength based and solution focused questioning, cultural competency, "do's and do not's", etc.
 - 4. Adult mental health/chemical use/addiction
 - 5. Domestic violence
 - 6. Referrals and resources
- V. Mental health services 3
 - 1. Assessment and medical diagnosis
 - 2. Treatment models; family systems models, aggression management, pharmacological, group therapy for families and perpetrators
 - 3. Asymptomatic and symptomatic children
 - 4. Attribution retraining or cognitive restructuring techniques
 - 5. Assessment scales
- VI. Support for survivors of violence 3
 - 1. Facilitating problem solving with families; skills training, self-help groups, parents anonymous, in home interventions, planning for protection, etc.
 - 2. Barriers to implementing assessment

3. Cultural, gender, sexual orientation, disability and other socioeconomic considerations	
4. Children living with violence, e.g. partner violence, societal influences	
5. Neglect issues	
VII. Advocating for survivors	3
1. Adolescent survivors of maltreatment; subsequent sexual assault	
2. Adult survivors of maltreatment; group work, Sexual Experience Survey	
3. Lesbian and gay survivors	
VIII. Long term effects of trauma	3
1. Eating disorders and damage to the self	
2. Personality disorders and relationship issues	
IX. Violence prevention research	6
1. Risk indicators	
2. Child maltreatment prevention programs	
3. Healthy People 2010	
4. School and home based programs	
5. Behavioral outcomes	
6. Educational programs	
7. The Internet-a new challenge for prevention	
X. Interdisciplinary family prevention programs	6
1. At-risk family interventions	
2. In-home parenting programs	
3. ECFE Programs	
4. Support programs for at-risk families: e.g. incredible years, crisis nurseries, parent education programs	
5. Abandoned baby laws	
6. Effectiveness of interventions	
7. Services for disabled children	
8. Partner maltreatment and child maltreatment	
9. Child advocacy and anti-violence organizations	
XII. Abuser/perpetrators/offenders	3
1. Within the family/stranger	
2. Criminal versus civil	
3. Solicitation/grooming/defenses	
XIII. Advocacy in the future	6
1. Decreasing societal acceptance of violence	
2. Increasing societal commitment to children and families	
3. Prevention	
4. Funding	
5. Children's Justice Initiative	
6. Local community support	

VII. Textbook

Primary

Brittain, C. R.; & Hunt, D. E. (Eds.) (2004). *Helping in Child Protective Services: A Competency-Based Casework Handbook* (2nd Ed.). New York: Oxford University Press.

Supplemental:

American Prosecutor's Research Institute (APRI) (2004). *Investigation and Prosecution of Child Maltreatment* (3rd Ed.). Thousand Oaks, CA: Sage Publications.

Crossen-Tower, C. (2014). *Understanding Child Abuse and Neglect* (9th Ed.). Boston: Pearson.

VIII. Basis for Student Evaluation

Exams/Quizzes	50%
Course Project	25%
Additional assignments	25%

90 – 100 %	A	60 – 69%	D
80- 89%	B	below 60%	F
70-79%	C		

IX. Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to <http://www6.semo.edu/judaffairs/code.html>.

X. Students With Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to <http://www.semo.edu/ds>.

XI. Academic Integrity Statement

Questions, comments or requests regarding this course or program should be taken to the instructor. Unanswered questions or unresolved issues involving this class may be taken to: