

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 188**COURSE TITLE:** Child Abuse**Units: 3**  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course examines the causes and effects of child abuse and neglect on the developing child. It is designed for parents, teachers, nurses, and other child care professionals to learn strategies for understanding and responding to the various forms of stress and violence that affect children today. This course emphasizes the skills needed for conflict resolution and explores the environmental set-up and curriculum that promotes peaceful, cooperative and nonviolent play and interactions. Information about the history, current legislation, reporting responsibilities, and identification of abuse is also given.

**REQUISITES:****Advisory:**

ENGL 049 with a grade of "C" or better, or equivalent or Assessment Skill Level W5  
&  
ENGL 048 with a grade of "C" or better, or equivalent or Assessment Skill Level R5

**FIELD TRIP REQUIREMENTS:** Not required**TRANSFER APPLICABILITY:** Associate Degree Credit only and not Transferable**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Identify and analyze the causes, environments, physical and emotional characteristics leading to child abuse.
2. Describe the effect of abuse and drug exposure in the development of children.
3. Recognize the physical and behavioral indicators of the different types of abuse.
4. Plan and evaluate a learning environment and curriculum that fosters peaceful interactions.
5. Learn strategies that facilitate social problem solving and conflict resolution.
6. Compare and contrast methods that nurture a positive self-image in children.
7. Acknowledge cultural differences by explaining how different cultural customs in child rearing may be interpreted as abuse and/or neglect and develop strategies with working with families.
8. Discuss the criteria for identifying, and the procedure for, reporting child abuse, neglect and molestation.
9. Identify community resources available to children, teachers, and the family.

**SECTION II**

## 1. COURSE OUTLINE AND SCOPE:

### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Types of Abuse
  - A. Physical neglect, physical abuse, sexual abuse, and emotional maltreatment.
  - B. Witnessing violence in the home or the community as another form of abuse.
  - C. Effects and alternatives to spanking, isolation and other punitive disciplinary methods.
- II. Developmental Issues
  - A. Physical and behavioral indicators of abuse, neglect and prenatal drug exposure.
  - B. Issues of temperament and "goodness of fit" between child and primary caregiver.
  - C. Role of attachment.
  - D. The resilient Child.
- III. Peaceful Interactions
  - A. Setting up the environment.
  - B. Hands-on sensorial curriculum.
  - C. Classroom resources.
  - D. Role of teacher.
  - E. Role of television and media and it's effect on play.
  - F. Anti-bias curriculum/diversity issues.
- IV. Conflict Resolution
  - A. Facilitating social problem solving.
  - B. Teaching friendship, cooperation and empathy.
  - C. Anger management and methods of reducing exceptional stress and trauma.
- V. Fostering Self-Esteem
  - A. Encouragement vs. praise.
  - B. Active listening
  - C. Awareness of family and culture.
- VI. Detecting and Reporting Child Abuse
  - A. Legal requirements.
  - B. Criteria
  - C. Procedures.
- VII. Community Agencies and Organizations Which Offer Support
  - A. Establishing networks.
  - B. List of resources and recommended reading.

### B. Reading Assignments:

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

- I. Reading assignments for this course will be selected to provide a strong educational foundation relative to the topics addressed. Students will be expected to understand and critique college level texts and professional journals in the areas of child development, violence prevention, child abuse and related topics. Reading assignments may include but are not limited to the following:
- II. 1. Helfer, Mary Edna (Editor), Kempe, Ruth S., Krugman, Richard. "The Battered Child". University of Chicago Press, April 1999.
- III. 2. Trickett, Penelope K., Schellepach, Cynthia D. (Editors) "Violence Against Children in the Family and in the Community". American Psychological Association. March 1998.
- IV. 3. Gil, Eliana. "Healing Power of Play". Guilford Press, 1991.
- V. 4. Gil, Eliana. "Treating Abused Adolescents", Guilford Press, 1996.
- VI. 5. Pelzer, David. "A Child Called 'It': One Child's Courage to Survive:.. Dave Pelzer, 1995.
- VII. 6. DeMause, Lloyd. "History of Childhood". James Aronson, 1995.
- VIII. 7. Miller, Alice. "Drama of a Gifted Child: The Search for the True Self". Basic Books, 1996.
- IX. 8. Miller, Alice. "For Your Own Good". Noonday, 1990.
- X. 9. Freyd, Jennifer. "Betrayal Trauma: The Logic of Forgetting Childhood Abuse". Harvard University Press, 1996.
- XI. 10. Goldman, Linda. "Breaking the Silence: A Guide to Help Children With Complicated Grief: Suicide, Homicide, AIDS, Violence and Abuse". Accelerated Development, July 1996.

- XII. 11. Watson, Kenneth. "Substitute Care Providers: Helping Abused and Neglected Children". DIANE Publishing, 1995.
- XIII. 12. Hayden, Torey. "One Child". Avon/Eos, 1995.
- XIV. 13. Hayden, Torey. "Ghost Girl: The True Story of a Child in Peril and the Teacher Who Saved Her". Avon/Eos, 1994.
- XV. 14. Jarratt, Claudia Jewett. "Helping Children Cope with Separation and Loss". Revised edition, Harvard Common, March 1994.
- XVI. 15. Bush, Judith Anne; Bush, John. "The Kindness Curriculum". Gryphon House, December 1997.

**C. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Review and critique of current periodicals concerning child abuse and related subjects.
- II. 2. Analysis of case studies of abused and neglected children.
- III. 3. Assess classroom/home environment and recommend modifications to meet the needs of children under stress.
- IV. 4. Observe children and their caregivers and analyze the relationships and interactions between them.
- V. 5. Compare, contrast, and implement different methods of handling inappropriate behaviors of children.
- VI. 6. Oral presentations on any topic related to child abuse or neglected children.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Two hours of outside preparation per unit is expected of each student. Out of class assignments may include, but are not limited to the following:
- II. 1. Library and/or electronic project on child abuse and related subjects.
- III. 2. Review of current child abuse/violence in families' periodicals.
- IV. 3. Observations of children at various agencies or programs.
- V. 4. Visits to agencies that deal with child abuse.
- VI. 5. Attending seminars, workshops, trainings and conferences related to child abuse.

**E. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Writing assignments include reviews of literature on related course topics, evaluation of class activities, observations of children, reports on agencies that are concerned with this topic. Writing skills and vocabulary used in writing assignments must be college level. Appropriate written assignments may include, but are not limited to:
- II. 1. After visits to various agencies to observe children, write observations and evaluations of children's behavior.
- III. 2. Essays and papers relating to child abuse and violence.
- IV. 3. Philosophy statements that reflect the understanding of abused, neglected and sexually abused children.
- V. 4. Article reviews concerning child abuse and related subjects.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. The instructor shall, in accordance with District policy, provide each student with a written course syllabus that indicates the evaluation factors/procedures to be used. A student's grade will be based on multiple measures of performance and will reflect the level of the objectives set forth. A final grade of "C" or better should indicate the student has the ability to successfully apply the principles and techniques taught in this course in subsequent courses and can, therefore, perform satisfactorily without notes or instructor assistance. The assessment will also measure critical thinking skills. Evaluation may

be based on a variety of factors, which may include but are not limited to:

II. Examinations: objective tests that evaluate a student's knowledge and understanding of the types of abuses, the causes and the physical and behavioral indicators of child abuse. Essay examinations that test the understanding of theory and practice of implementing age appropriate curriculum and nurturing relationships that promote attachment. Written assignments on observations, assessments, and readings related to child abuse. Attendance and class participation including oral presentation and/or discussion.

### **3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Other (Specify)
- \* Distance Education
- \* 1. Lecture and visual aids
- \* 2. Problem solving sessions, discussions and small group activities
- \* 3. Collaborative projects
- \* 4. Student presentations
- \* 5. Guest speakers
- \* 6. Field trips and observations

### **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

#### **TEXTBOOKS:**

1. Crosson-Tower, Cynthia. Understanding Child Abuse and Neglect, 4th ed. Allyn & Bacon, 1998,
2. Drew, Nancy. Peaceful Classroom in Action, May ed. Jalmar Press, 1999,
3. Heineman, Toni Vaughn. The Abused Child: Psychodynamic Understanding and Treatment, August ed. Guilford Press, 1998,
4. Helfer, Mary Edna (Editor), Kempe, Ruth S., Krugman, Richard. The Battered Child, April ed. University of Chicago Press, 1999,
5. Pelzer, David. A Child Called 'It': One Child's Courage to Survive, Current ed. Dave Pelzer, 1995,
6. Reid, Kathryn. Preventing Child Sexual Abuse: A curriculum for Children Ages 5 Through 8, Current ed. unknown, 1994,
7. Smith, Charles A. PhD., Downing, Nancy. The Peaceful Classroom: 162 Easy Activities to Teach Preschoolers Compassion and Cooperation, Current ed. Gryphon House, 1993,
8. Trickett, Penelope K., Schellenpach, Cynthia D. (editors). Violence Against Children in the Family and in the Community, March ed. American Psychological Association, 1998,
9. Watson, Kenneth. Substitute Care Providers: Helping Abused and Neglected Children, Current ed. DIANE Publishing, 1995,
10. Winton, Mark A., Mara, Barbara. Child Abuse and Neglect: Multidisciplinary Approaches, April ed. Allyn & Bacon, 2000,

#### **MANUALS:**

#### **PERIODICALS:**

#### **SOFTWARE:**

#### **SUPPLIES:**

**ORIGINATOR:** Curricunet Version 2

**CO-CONTRIBUTOR(S)**

**DATE:** 12/21/2000

