

***Introduction to the Theory, Practice and Research Concerning
Child Maltreatment
Psychology 493-Section 730***

**Summer Session II 2013
Course Syllabus**

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Class Start and End Dates: July 1, 2013 – August 15, 2013

Chat Room Office Hours: By appointment arranged via email

MSU ANGEL Help-Line: 1-800-500-1554 (toll-free) or 517-355-2345 (local)

*****THIS COURSE IS ONLY OPEN TO STUDENTS WHO ARE NOT TAKING
ON-CAMPUS COURSES AT MSU DURING THE SECOND SUMMER SESSION.*****

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I. REQUIRED TEXTBOOK

Miller-Perrin, C. L., & Perrin, R. D. (2013). Child maltreatment: An introduction. 3rd Edition. Sage Publications, Inc: Thousand Oaks, CA.

You may purchase the hard copy of the textbook at the bookstores on campus. One option is the Student Bookstore located at 421 E. Grand River Ave East Lansing, MI 48823 Phone: 517-351-4210 or on-line at <http://www.sbsmsu.com/>.

II. PURPOSE

This online course focuses on child maltreatment and provides a broad introduction to its history, the legal framework, interventions, and other pertinent issues (e.g., child advocacy). Students will become familiar with the history of the field and its legal framework. Theory, research, and practice regarding child maltreatment, including controversies in the field, empirically-validated treatments, and future directions will be covered. The course will pay particular attention to children with disabilities as well as issues relevant to the State of Michigan.

Relevant readings and power point lectures will be available for each class session with weekly tests as well as a midterm exam. The course also includes a unique practicum that allows students to interface with community professionals and colleagues, i.e., "[Bright Spots](#)," across the United States who are active in the area of child maltreatment. Students will help to gather information and address problems faced by the "Bright Spot" and his/her agency as they deal with issues of child maltreatment. The student team interacts with the "Bright Spot" to fully understand the dilemma. Then, the team of students researches the problem and writes a paper outlining information, strategies, and insights based on the research conducted. Finally, the team presents its document to the "Bright Spot" for their feedback and use. Note: Instructors will identify the "[Bright Spots](#)"; student contact with the Bright Spot can occur via telephone, email, or Skype/ooVoo-type interface. You do not need to be in geographical proximity to the Bright Spot in order to participate in this aspect of the course.

III. HOW AN ONLINE COURSE WORKS

Some of you may be familiar with online courses; for others of you, this might be the first online course you have taken. Please take the time to read this section in order to familiarize yourself with the procedures that are followed in online courses. This course will be held through both the ANGEL course management system at MSU as well as a [course WIKI](#). The WIKI system may be new to you; other online courses may not use it.

There will be no physical classes to attend. Since this course is completely online, you need to make sure that you will have consistent access to the Internet throughout the course. This course requires a high speed internet connection. Also, the two professors interact with the students through email and postings on the WIKI. We cannot meet with you in person.

All examinations will be given in the ANGEL system. All lectures, power points, and class activities will occur in a WIKI developed for this course. Each of the systems is described below. Please read carefully.

The ANGEL System

The ANGEL site is: www.angel.msu.edu. In order to login to the system you will need your MSU user name and password. If you do not already have these, please contact the MSU Registrar's Office (517-432-3952) and one will be assigned to you. **If you should encounter ANY technical difficulties throughout the course, contact the MSU Helpline by calling 1-800-500-1554 or 517-355-2345.**

****IMPORTANT NOTICE****

The following Internet browsers are compatible with ANGEL and have been recommended for this course. You are likely to encounter problems during examinations if you do not follow these recommendations.

BROWSER - OS - PLUGIN INFO

Windows

[Internet Explorer 9.x](#)
[Firefox 3.6](#)
[Firefox](#)
[Chrome](#)
[Safari](#)

Macintosh

[Firefox 3.6](#)
[Firefox](#)
[Chrome](#)
[Safari](#)

UNIX/Linux:

[Firefox 3.6](#)
[Firefox](#)

*Mobile browsers are not fully supported by ANGEL. Many features such as messaging, drop boxes, discussion forums, quizzes/exams and others will not work correctly. Please use a non-mobile version of Internet Explorer, Firefox, Safari or Chrome.

Browser - OS - Plugin Info

Windows

[Internet Explorer 9.x](#)

[Firefox 3.6](#)

[Firefox](#)

[Chrome](#)

[Safari](#)

Macintosh

[Firefox 3.6](#)

[Firefox](#)

[Chrome](#)

[Safari](#)

UNIX/Linux:

[Firefox 3.6](#)

[Firefox](#)

*Mobile browsers are not fully supported by ANGEL. Many features such as messaging, drop boxes, discussion forums, quizzes/exams and others will not work correctly. Please use a non-mobile version of Internet Explorer, Firefox, Safari or Chrome.

ANGEL Supported Browsers: Especially Important at Exam Times!

When taking the exam it is important to use a Browser that gets along well with ANGEL! Even if you use (for example) Opera for much of your everyday activity, it may not work in a timed situation, such as an exam. All of the recommended browsers are recommended because they have been tested with ANGEL and are highly compatible with it. In other words, it is best to play it safe and use a supported browser.

You can see a list of supported browsers by looking at the Question Mark over by the Guide at the left of your course. That is where you find answers to other Help Questions about ANGEL, too.

If you are not sure about what browser you are using or don't understand how to get a specific browser ... remember that we have a great Help Desk! Just call 355-2345 or 1-800-500-1554. They are just as happy to help you prevent a problem as they are to help you in the middle of one.

Firefox is a browser that works very well with ANGEL. Here are the download links to get Firefox.

For Windows:

<http://www.mozilla.com/en-US/firefox/personal.html>

For Mac:

http://www.apple.com/downloads/macosx/internet_utilities/mozillafirefox.html

Before you begin an exam:

1. Clear you cache and cookies by going into the Tools tab in Firefox.
2. Choose "Clear Private Data" and check two boxes, "Cache" and "Cookies".
3. Click on "Clear Private Data Now".
4. Log into ANGEL and begin your exam.

Required Online Orientation inside your ANGEL Course

Every student enrolled in Psychology 493 is required to take the ANGEL training course online. You will find it in the "ANGEL Orientation" unit folder. Even if you have taken the training course for prior online courses, you are required to take it again for this course.

The tutorial explains how to use the ANGEL system and what you will need to know in order to successfully complete the course. You must take a short quiz when you have completed the tutorial; the quiz tests your basic knowledge of the ANGEL system. You will need to click on the Orientation quiz link to access this quiz. **Please note: You cannot begin the course until you get 90% of the answers correct.** If you do not get a score of 90% on your first try, you can keep taking the quiz until you do. However, every time you re-take the quiz, you will need to re-review the ANGEL course orientation. *Your score on the quiz is not included in your grade.* We have you take the orientation course and the quiz so that you are comfortable navigating the ANGEL system. Learning about ANGEL before you begin will help avoid later problems.

Student Tracking on Angel

ANGEL tracks all student login information. It keeps a record of when you log in to ANGEL and when you log out. It also records when you begin an exam and when you submit it. This helps us resolve problems that might arise with the ANGEL system. You should know, however, that the professors cannot view student activity except in the course content area. That is, we cannot view anything you put in the "My Content" area.

Course Announcements

All time sensitive assignments will be highlighted in the course schedule at the end of this syllabus and on the course calendar in ANGEL. Reminders for examinations and course assignments will also be posted in ANGEL in the course announcement section.

The WIKI System

All lectures, power points, and course activities will take place on the WIKI system. To access the WIKI for this course, go to: <http://psy-2013.wiki.educ.msu.edu/>. Only students enrolled in the course, the Instructors and the “Bright Spots,” may access this WIKI. You should have received an invitation to join the WIKI via email. Please check your email as this allows you to sign up for the WIKI. If you did not receive an invitation, please email one of the instructors as soon as possible.

Information concerning the use of the course WIKI can be found via the following three sources:

- [Video tour](#)
- [YouTube channel](#)
- [Wiki Support](#)

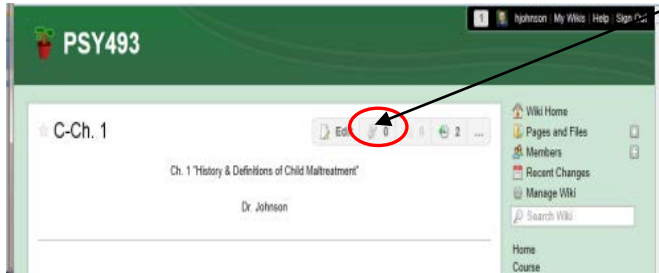
Please use the “[Help](#)” button that can be found in the upper right hand corner of each wiki page for more in-depth help information.

Accessing Lectures and Powerpoints

On the right hand side of the WIKI homepage, you will see individual chapters listed. You can click on those chapters to access lectures and power points. On the Friday before a specific week, lectures and powerpoints for the next week will become available. Once the

Interacting with the Professors

Interactions between students and professors will be accomplished via the “discussion” option located on each wiki page (see below). The use of this option will be noted within the context of the lecture information. This option will not be used within each lecture.



Signing up for a Team and Completing Class Project Paper

Each team will be composed of three students. Teams and roles within those teams will be filled on a first-come, first-served basis.

To sign up for a team, go to the WIKI homepage <http://psy-2013.wiki.educ.msu.edu/>. On the left side menu, click on “Project.” Click on the “Team Page” (top of Project main page). You will see a list of 1-10 teams. You can sign up for one of the 3 roles on any of these teams—communicator/organizer, researcher, or writer. To sign up for a specific role, click on one of the ten teams, then click on Edit, and then type your name in the role that you want. **Once you have typed your name, you must save the page or you have not guaranteed your role.**

See “Final Paper” section of the syllabus, that begins on page 8 below, for more explanation about the responsibilities of each of the 3 roles.

Note that once all the teams have been filled, Dr. Johnson will assign each team to a Bright Spot. Students and/or student teams will not be able to choose the Bright Spot.

IV. GRADING

Grades will be based on weekly quizzes (multiple choice and/or true-false), a midterm exam (short answer), and a paper. Information about each of these aspects of the course is described below.

Weekly Quizzes

There will be weekly, non-cumulative quizzes. All quizzes are open book and will be timed. All quizzes will consist of 20 multiple choice and/or true-false questions that will include information covered in any material for that particular week (e.g., course readings, learning objectives, outlines, lectures, and power point presentations). **Each of the weekly quizzes will**

consist of 20 multiple choice questions; you will have 30 minutes to complete each quiz between 9 a.m. – 9 p.m. Eastern Standard Time. ALL QUIZZES WILL BE ON ANGEL.

Midterm Examination

There will also be one midterm examination that will be short answer. Students will be allowed 40 minutes to take this exam. There will be 10 questions that will cover material from the first half of the class.

The Midterm Examination will be available to take online ON ANGEL on the day of the exam from 9 a.m. – 9 p.m. Eastern Standard Time.

Please plan carefully. Remember that each quiz and the midterm examination begins at 9 a.m. and closes at 9 p.m. The closing time is very important. You must start the quiz or exam so that you can give yourself sufficient time to complete the quiz or exam by 9 p.m. Once time is up, if you have not already pressed the submit button, the test will automatically be submitted for you. Once you start a quiz or exam you must complete it; you cannot save it and continue it at a different time. ANGEL offers this option when you are taking an exam but since the time continues to tick away it is not a useful feature most of the time. It is useful if there is a problem with your internet connection and you want to reopen your browser. **You also cannot have another browser window open when you are taking the quiz or exam.** This can lead ANGEL to skip questions or close your exam.

As noted above, there is a tracking system in ANGEL for your protection and ours; it lets us know when exams were begun and submitted. All discrepancies between the student's report and the ANGEL system will be investigated by the professor.

If there is a problem during an examination report it as soon as possible to the MSU helpline at 1-800-500-1554 or 517-355-2345. They will log the problem and, in turn, report it to us. These technical problems should be reported immediately (maximum within 6 hours). You may also report the problem to us (although we are not available 24/7 like the Helpline). If there is a system problem, it helps us more quickly to discover what went wrong if we hear from several students. If it is just a problem with your computer, they can help problem solve that issue too.

Because of the generous amount of time allotted for students to take each quiz and exam, there will not be a need to offer make ups. There are only two exceptions to this rule: students who have a significant illness or who have a serious family problem (e.g., death, funeral). Students will be required to document the veracity of these incidents if they request a make-up quiz or exam. Students who do not provide adequate documentation will receive a grade of zero for that quiz or exam. Submit the documentation by attaching it to an email or by following the procedure below:

- 1. FAX the information to: 517-432-2476.**
- 2. Include a cover sheet that says:**

To: Dr. Bogat

From: [your name]

Subject: Psy 493 Missed Exam Documentation.

3. Then send an email to Dr. Bogat (bogat@msu.edu)

PSY 493: Child Maltreatment Grading Scale

Course Requirements	% of Total Grade	Total Points
Weekly Quiz 1	5%	20
Weekly Quiz 2	5%	20
Weekly Quiz 3	5%	20
Weekly Quiz 4	5%	20
Weekly Quiz 5	5%	20
Midterm Examination	35%	100
Final Paper	40%	100
Possible Total	100%	300

Your final grade will be calculated based upon the total number of points you have accumulated across the semester.

Points	Percent	Grade
270-300	90-100%	4.0
255-269	85-89%	3.5
240-254	80-84%	3.0
225-239	75-79%	2.5
210-224	70-74%	2.0
195-209	65-69%	1.5
180-194	60-64%	1.0
<u>≤</u> 179	0-59%	0

V. FINAL PAPER

As noted earlier in the syllabus, students will help address a specific challenge faced by a Bright Spot and his/her agency as they deal with issues of child maltreatment. Students will form teams of 3 who will interact with the professional to understand and investigate the dilemma. Then, the team of students researches the problem and writes a paper outlining possible, existing strategies, additional informational resources and possible solutions based on the research conducted. Finally, the team presents its document to the professional and course instructors for their use and feedback. Note: Instructors will identify the Bright Spot; student contact with the Bright Spot can occur via telephone, email, or Skype/ooVoo-type interface. You do not need to be in geographical proximity to the professional.

List of Bright Spots and Organizations: [see course wiki "Project" section on website <http://psy-2013.wiki.educ.msu.edu/>]

Format for Final Paper:

- A. Name of Organization and Bright Spot.
- B. Description of Mission and Purpose of Organization and Role/Responsibility of the Bright Spot
- C. Statement of Challenge and Requested Information as Identified by Bright Spot
- D. Summary of Scientific Research Related to Challenge (# C)—a literature review
- E. Possible Solutions for Organization's Challenge (# C) Based on Scientific Research Findings
- F. Revision of Solutions Based on Feedback from Professional
- G. References used in Paper (use American Psychological Association format). Must include at least 10 scientific references

The final paper will be completed via a collaborative group/team process. Each team will be composed of three students.

The roles and responsibilities of those individuals are as follows:

1. Communicator/Organizer:
 - a. The only team member who communicates with assigned Bright Spot and Dr. Johnson
 - b. To accomplish "A", the person will either use skype/ooVoo, phone calls, or **emails** to communicate.
 - c. Creates log, i.e., date and summarized content of all communications with the Team's assigned "Bright Spot" and Dr. Johnson. This log must also include feedback from the assigned "Bright Spot" as to the usefulness of the "Final" Team report. The log is submitted with each version of the team's project report.
 - d. Monitors and encourages Team members as they carry out their work
 - e. Assists Team "Researcher" and "Writer"
 - f. Posts all Team project updates and documents to course WIKI via the team's page
2. Researcher:
 - a. Identifies scientific sources for requested information
 - b. Evaluates the quality of the scientific information
 - c. Gathers and shares information with the Team "Communicators/Organizer" and "Writer"
3. Writer:
 - a. Synthesizes information provided by the Team "Researcher"
 - b. Writes the initial and final drafts of the Team's paper

- c. Assists the Team “Researcher”

RESPONSIBILITIES OF ALL TEAM MEMBERS.

1. All members “talk” (via email, skype/ooVoo, telephone, etc.) with the Communicator/Organizer about the Bright Spot’s requested information and help define it so that the Researcher can conduct an adequate literature review. This should be done within the first few weeks of the semester.
2. All members are to read and discuss the scientific sources generated by the Researcher Team Member. All members must accept each article for use within the team’s project report.
3. All members help edit the initial and final drafts of the paper generated by the Writer Team Member.

WHAT MUST BE INCLUDED IN 2 PRELIMINARY DRAFTS (Reports #1 and #2) OF PROJECT PAPER AND FINAL PAPER?

Team report #1 due by 8:00 a.m. (EST) on 7/17/13. Must include:

- A. Name of Organization and Bright Spot.
- B. Description of Mission and Purpose of Organization and Role/Responsibility of the Bright Spot within that Organization
- C. Statement of Challenge and Requested Information as Identified by Bright Spot
- D. The Team "Communicator/Organizer" is to attach to the report their "log," i.e., date and summarized content, of all communications with the Team's assigned "Bright Spot" and Dr. Johnson.

Team report #2 due by 8:00 a.m. (EST) on 8/1. Must include:

Refinement of:

- A. Name of Organization and Bright Spot.
- B. Description of Mission and Purpose of Organization and Role/Responsibility of the Bright Spot
- C. Statement of Challenge and Requested Information as Identified by Bright Spot

Initial Draft of:

- D. Summary of Scientific Research Related to Challenge (# C)—a literature review
- E. Possible Solutions for Organization’s Challenge (# C) Based on Scientific Research Findings
- F. Revision of Solutions Based on Feedback from Professional
- G. References used in Paper (use American Psychological Association format). Must include at least 10 scientific references.
- H. The Team "Communicator/Organizer" is to attach to the report their "log," i.e., date and summarized content, of all communications with the Team's assigned "Bright Spot" and Dr. Johnson.

Final Project report due by 8:00 a.m. (EST) on 8/14. Must include:

Final of sections A-H above from Team Report #2 as well as
The Team "Communicator/Organizer's" log must also include feedback from the assigned
"Bright Spot" as to the usefulness of the "Final" Team report

Final Paper Projects will be evaluated as follows:

Writing	20% of grade
Accuracy of Information And feedback	30% of grade
Depth of Understanding	50% of grade

*Bonus reports will be awarded based on feedback from the Team's assigned Bright Spot in relation to the timeliness, effectiveness, efficiency, and impact of the Team's work

Note: Late report submissions will result in a loss of one grade level for each day past the due date.

Conducting A Literature Review

Some students may never have conducted a literature review. For good explanations of the purpose of a literature review, we suggest the following YouTube videos:

<http://www.youtube.com/watch?v=2IUZWX4OGI&feature=related> -- Part 1

<http://www.youtube.com/watch?v=UoYpyY9n9YQ&feature=relmfu> -- Part 2

To find your scientific articles, we suggest that you use PsycInfo—this is a database that will have peer-reviewed published articles or book chapters on the topic you are researching.

To access PsychInfo:

1. Go to the MSU home page (msu.edu)
2. Put your cursor over the ACADEMICS header near the top of the page.
3. Click on "Library"
4. You are now on the Library Home Page (<http://www.lib.msu.edu/>)
5. Put your cursor over the "Resources" header at the top of the page.
6. Click on "Indexes & Databases"
7. In the box labeled "Indexes Listed Alphabetically by Title" click on the letter "P"
8. Scroll down the page and click on "PsycINFO including PsycARTICLES"
9. You are now required to login, using your NETID and password.

Once you login, you will see this screen.



Let's say that the professional your team is working with says the challenge she faces is educating other professionals about how prevalent child abuse is among the disabled population. How do you find articles and books (and book chapters) about this topic? In the search space you need to think of relevant keywords that will help you find resources. You might type "disabled children and child maltreatment." If you did, this is the screen you would see.

The screenshot shows a ProQuest search interface. The search bar contains the text "disabled children and child maltreatment". Below the search bar, it indicates "141 Results" (circled in red) and "Search within". There are options for "Full text" and "Peer reviewed". Below the search bar, there are "Suggested subjects" including "Child Abuse", "Child Abuse AND Child welfare", "Child Abuse AND Parents & parenting", and "Child Abuse AND Risk Factors". The first search result is "Treatment for childhood refugee trauma: A randomized, controlled trial" by Schottekorb, April A.; Doumas, Diana M.; Garcia, Rhyen. The result includes a preview of the article's abstract and a table of images. The page also shows options for "Sort results by" (Publication date) and "Narrow results by" (Source type).

This search term gives you 141 references. That is probably a reasonable number of references to look through (you can scroll down the page(s) and read the titles of the books and articles), but sometimes your keywords result in thousands of references. In that case, you probably need to narrow your search. Regardless, of whether your search was too wide, too narrow, or just right, you should continue to think of different keyword search terms. Do at least 5 or 6 searches. Also, note that you can use the “advanced search” tab at the top of the home screen. This allows you to get very specific searches using authors, keywords, names of journals, etc.

For a description of how to use keywords to conduct your literature search see: <http://libguides.lib.msu.edu/indexes>. There are also YouTube videos that might be helpful.

Let’s return to the search. The first reference in the above search does not seem related to my topic. But when I scroll down the page, reference #4 seems very relevant.

Search Results - PsycINFO with PsycArticles - ProQuest - Windows Internet Explorer

http://search.proquest.com.proxy2.cl.msu.edu/cv_542030/results/1376D0314161ABD8901/1/\$55bqueryTypeS3dbasic:cv_542030\$3b+sortTypeS3dDateDesc\$3b+searchTermsS3d55b\$3cAND\$7ccitationBodyTags:disabled+children+AND+child+maltreatment\$3e55d

References (101)

Citation/Abstract Full text Full text - PDF (164 KB)

3 [Guidelines for assessment of and intervention with persons with disabilities.](#) Preview
 American Psychological Association. American Psychologist 67. 1 (Jan 2012): 43-62.
 ...epidemiological study . Child Abuse &
 ... , J. F. (2000). Maltreatment and disabilities
 ...epidemiological study . Child Abuse &

References (252)

Citation/Abstract Full text - PDF (153 KB)

4 [Child abuse, child protection and disabled children: A review of recent research.](#) Preview
 Stalker, Kirsten; McArthur, Katherine. Child Abuse Review 21. 1 (Jan-Feb 2012): 24-40.
 ...research about child abuse, child protection and disabled children published in
 ...and child maltreatment, indicating that disabled children are significantly
 ...abuse than their non-disabled peers. Those with particular

References (45)

Citation/Abstract Link to full text Find Text@MSU

5 [Gendered self-states: Dissociated affect, social discourse, and the forfeiture of agency in battered women.](#) Preview
 Stein, Abby. Psychoanalytic Psychology 29. 1 (Jan 2012): 34-58.
 ...among experiences of child abuse
 ...rife with scenarios of maltreatment (
 ...extensively of the sequelae of child abuse, in particular

Cited by (1) References (47)

Citation/Abstract Full text - PDF (111 KB)

6 [Psychodynamic doctoral dissertations completed in 2010.](#) Preview
 No authorship indicated. Psychoanalytic Psychology 29. 1 (Jan 2012): 124-134.
 ...parentally bereaved as children reflect on the
 ...in an inpatient child and adolescent population
 ...attachment-challenged children. 2010

Citation/Abstract Full text - PDF (36 KB)

7 [An ecological perspective on the comorbidity of childhood violence exposure and disabilities: Focus on the ecology of the school.](#) Preview
 Perkins, Suzanne. Psychology of Violence 2. 1 (Jan 2012): 75-89.
 among poor children. Child Maltreatment o

http://search.proquest.com.proxy2.cl.msu.edu/cv_542030/docview/882618266/1376D0314161ABD8901/5?accountid=12598

You can see that the last line in reference #4 says citation/abstract, link to full text, find text@MSU. If you want to make sure the reference is relevant, you can click on citation/abstract to read a little bit more about the reference. If you then decide it is worth reading the entire reference, you click on "link to full text" and that will usually take you to the publisher's website where the article is available. When you "link to full text" in the case of this reference, here is what you will find.

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Child Abuse Review

Research Article
Child abuse, child protection and disabled children: a review of recent research FREE

Kirsten Stalker¹, Katherine McArthur² Issue

Article first published online: 20 OCT 2010
 DOI: 10.1002/car.1154
 Copyright © 2010 John Wiley & Sons, Ltd.

Child Abuse Review
 Volume 21, Issue 1, pages 24–40
 January/February 2012

SEARCH

In this issue
 Advanced > Saved Searches

ARTICLE TOOLS

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Additional Information **(Show All)**
 How to Cite | Author Information | Publication History | Funding Information

Abstract | Article | References | Cited By

There is a box on the right hand side of this page that says “article tools.” If you click on the first hotlink (get pdf), you will get a copy of the article. You can either print the article or send it to yourself via email.

This is only a brief introduction to conducting a literature search. If you have more questions, please email one of the professors or contact the library.

Course text, lectures and WIKI “Resources” will serve to assist the Team in the identification of additional pertinent informational sources.

VI. POLICY ON CHEATING

Students taking this course are expected to adhere to the highest ethical conduct. Students may not assist other students taking the exams, either by sitting with them when they take the

exam or by sending or posting exam answers. Anyone caught cheating will automatically receive a failing grade for the course.

We encourage you to visit the following website for more information about what constitutes academic dishonesty <https://www.msu.edu/~ombud/academic-integrity/index.html>. Please look at the bar on the left side of this web page that says Academic Integrity, and read all sections. You must know what plagiarism is—it will not be tolerated.

VII. ACCOMMODATIONS FOR DISABILITIES

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 517-353-9642 (voice) or 517-355-1293 (TTY). Visit the RCPD website at <https://www.rcpd.msu.edu/> or send them an email at rcpd@msu.edu.

Also, send Dr. Bogat and Dr. Johnson your VISA document by email **on or before** the first day of class.

VIII. COURSE UNITS

The course is organized into 7 weekly Units.

Readings

All reading assignments come from the course textbook. The list of which chapters should be read each week is listed below. Information in the textbook and/or presented within course lecture or power point will be on the quizzes and exam.

Lectures

For each chapter topic, Dr. Johnson and Bogat will provide lecture information which includes one or more power point presentations. Information from lectures and power points will be on the quizzes and exam.

****OPTIONAL ONLINE UNIT COMPONENTS****

Weblinks

Web links to resources on the Web about many lecture topics are provided for each unit.

IX. COURSE SCHEDULE

WEEK 1: July 1

Chapter 1: HISTORY AND DEFINITIONS OF CHILD MALTREATMENT (Professor Johnson)

Chapter 2: THE STUDY OF CHILD MALTREATMENT: THEORETICAL AND METHODOLOGICAL ISSUES (Professor Bogat)

Weekly Quiz: FRIDAY, July 5 from 9 a.m. – 9 p.m.

You will be tested on information contained in readings and lectures from Week 1.

WEEK 2: July 8

Chapter 3: CHILD PHYSICAL ABUSE (Professor Johnson)

Chapter 4: CHILD SEXUAL ABUSE (Professor Bogat)

Weekly Quiz: FRIDAY, July 12 from 9 a.m. – 9 p.m.

You will be tested on information contained in readings and lectures from Week 2.

WEEK 3: July 15

Team Report #1 due 8 a.m. EST on 7/17

Chapter 5: CHILD NEGLECT (Professor Johnson)

Chapter 6: CHILD PSYCHOLOGICAL MALTREATMENT (Professor Bogat)

Weekly Quiz: FRIDAY, July 19 from 9 a.m. – 9 p.m.

You will be tested on information contained in readings and lectures from Week 3.

WEEK 4: July 22

Midterm Quiz: FRIDAY, July 26 from 9 a.m. – 9 p.m.

You will be tested on information contained in readings and lectures from Weeks 1, 2, and 3.

WEEK 5: July 29

Team Report #2 due 8 a.m. EST on 8/1.

Chapter 7: ADDITIONAL FORMS OF CHILD MALTREATMENT (Professor Bogat)

Chapter 8: KEY ISSUES IN RESPONDING TO CHILD MALTREATMENT (Professor Johnson)

Weekly Quiz: FRIDAY, August 2 from 9 a.m. – 9 p.m.

You will be tested on information contained in readings and lectures from Week 5.

WEEK 6: August 5

Chapter 9: CONTROVERSIAL ISSUES IN THE STUDY OF CHILD MALTREATMENT (Professor Bogat)

Chapter 10: WHAT YOU CAN DO TO HELP (Professor Johnson)

Weekly Quiz: FRIDAY, August 9 from 9 a.m. – 9 p.m.

You will be tested on information contained in readings and lectures from Week 6.

WEEK 7: AUGUST 12

Final Project Paper due 8 a.m. EST on 8/14

*This syllabus is subject to modification. Any modification will be posted to the course web site at least one week prior to implementation. It is the responsibility of the student to regularly check the course web site for additional materials and course updates.

Keep the ANGEL help numbers by your computer in case there is a problem. Print a copy of this syllabus so that you have this information handy in case there are problems with accessing ANGEL.