

PSY 4310: Special Topics--Child Abuse and Neglect

INSTRUCTOR INFORMATION

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COURSE DESIGNATION

Child Abuse and Neglect. Psychological principles underlying child abuse and neglect

Prerequisite: n/a

PURPOSE

This course is primarily intended for psychology and education majors. The purpose is to have students understand and apply the general principles, procedures, and concepts in psychology.

GENERAL COURSE OBJECTIVES (Based on INTASC Standards)

1. The student will demonstrate an understanding of child abuse and neglect, and be able to explain theories of child abuse and neglect. Students should be able to recognize signs of child abuse and neglect (Standard 2: Student Development).
2. Students will develop an understanding of the psychological principles surrounding child abuse and neglect. In addition, students will understand societal influences that contribute to the abuse and neglect of children.

COURSE TEXT/READINGS/RESOURCES

1. Crosson-Tower, C. (2005). Understanding child abuse and neglect, 7th or 8th edition. Boston, MA: Allyn & Bacon.
9780205769155
2. Pelzer, D. (1995). A child called it. Deerfield, FL: Health Communications, Inc.

A working email address, basic computer skills, and access to the internet are essential for successful completion of this course.

SPECIFIC OBJECTIVES (Learning outcomes = LO)

In this course, you should be able to demonstrate a deeper understanding of the variety of psychological principles, theories, and their application in the classroom. This deeper understanding will be demonstrated through the following:

1. Identification and application of psychological principles
2. Develop mastery of the concepts covered in the course
3. Identify, understand, apply, and analyze the basic principles, procedures, and theories covered in this course
4. Reflect on your dispositions as a teacher candidate, and consider your strengths and areas for improvement.

MAJOR STUDENT ACTIVITIES

1. There will be 4 examinations covering the material in the unit tests above. (LO 1, 2, 3 & 5; INTASC 1, 2, 3, 4, 5).
2. Students will be expected to read the textbook and complete assignments outside of class time. (LO 1, 2, 3 & 5; INTASC 1, 2, 3, 4, 5).
3. Students will be expected to write a Book analysis on "A Child Called It." This exercise should help

- students develop a better understanding of how to recognize various forms of maltreatment. (LO 1, 2, 3, 4)
4. Students will take a comprehensive final exam.

PAPERS

(1) Book Analysis

After reading the book, “A Child Called It” by Dave Pelzer each student will choose a chapter(s) from the textbook that describe the type of abuse depicted in the book. The student then chooses the major points from the chapter identified in the text and analyze the story using these points. Through this exercise, students will develop a better understanding of how to recognize the various forms of maltreatment.

The following points should be addressed in your paper:

- (1) Discuss three incidences of abuse from “A Child Called It.” ** use in-text citations from the supplemental book
- (2) Label each incident of abuse using your textbook (was it physical, sexual, emotional, psychological abuse or neglect?) **when you talk about info from your textbook, don’t forget to put use the textbook as an in-text citation and reference
- (3) What factors may have influenced the abuse? (use your textbook) ?) **when you talk about info from your textbook, don’t forget to put use the textbook as an in-text citation and reference

Papers should be written in APA style (including a cover page, in text citations, and a reference page). Use your APA manual to help you with the formatting...Incorrect use of APA will result in a significant deduction of points on your paper. Watch the APA videos on bboard to help you with APA.

Papers will be deducted for incorrect use of grammar. Your paper should be between 3-5 pages.

Remember that the writing center is available to help you with your papers. You may also use Smarthinking, which is free to all RGC students. You login using your sulross email and the password is “sulross.” Also, another free resources is www.paperrater.com –click “use it free” and then you copy and paste your paper in the empty block and then click “get report.” It will help point out your grammar mistakes in minutes.

EXAMS

There will be 4 multiple-choice format tests during the term. These tests are based on the course material covered in the text and in lecture.

All exams will be on blackboard. These exams are timed. **Points will be deducted if you go over the allotted time. 3.3 points will be deducted for each minute you go over time. Five minutes over time will result in an automatic “0” on the exam. There will be no resets on blackboard. If you experience bboard issues you may use your one drop grade to cover this exam. Do not assume that you will not have bboard issues and purposely skip a test.**

Final Exam

The final exam will be on blackboard and will cover all the chapters that have been covered throughout the semester. The exam will be timed and will consist of multiple choice items.

Concerning Missed Exams/Assignments

No make-up exams/assignments should need to be given in this course. The instructor has found that the number of personal and family emergencies suffered by students inevitably skyrockets whenever they are accepted as legitimate excuses for missing exams and deadlines. It seems as if recognition of such emergencies leads to an increase in their frequency. Therefore the instructor will no longer accept them as legitimate excuses except under the most rigorously documented and verifiable circumstances.

A full excuse will be granted only when the instructor is notified of the situation on or before the day the student returns to class. If a full excuse is not granted, a partial excuse may be granted, so that a student will may be allowed to make up an exam, but with some number of points deducted. Car accidents and verifiable medical emergencies would result in a full excuse. Oversleeping and missing an exam due to a stressful work and school schedule might result in a partial excuse if the student otherwise had a strong record of participation in class.

A missed exam that is excused may be made up on the day of the final exam, after the final exam is taken. Make up exams will consist of a series of essay questions. The exams may be given orally if the professor chooses. Although the material covered on make-up exams is the same as what is covered on the regular exams, students taking make-up exams often perform poorly and frequently find the experience frustrating.

What to do in order to obtain an excused make-up for a missed exam:

1. Make every effort to notify the instructor ahead of time. Send a message to tculver@sulross.edu as soon as possible, and absolutely no later than the day you first return to class.
2. In the message, fully explain the nature of the emergency and why it prevented you from taking the exam.
3. Provide a source or sources that will allow the professor to verify your story.
4. Expect further questioning from the professor before an excuse is granted.

UNIVERSITY CHEATING & PLAGIARISM POLICY

“Cheating and plagiarism are not tolerated. If it is established that a violation has occurred, instructors may determine the penalty and should report the offense to the division/department chair, the student’s advisor, the dean, and the Office of Academic Affairs. The usual minimum penalty involves a grade of zero on the test, examination, or paper in question. A second offense by any student will be reviewed for more stringent action and will usually result in suspension. Any additional offenses will usually result in expulsion from the university.

STUDENT CONDUCT POLICY

My guiding theme in all of my classes is simply this: Respect. This means that I will respect you, and I expect you to respect me and the other students in the class. I expect that you are in this class because you want to learn the material and concepts covered. It is vital that we are sensitive to the opinions of our classmates and are careful to show respect when replying to discussion board comments.

ADA (Americans with Disabilities Act)

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick, in Student Support Services, 2623 Garner Field Rd., Uvalde, TX 78801, Office C102. Telephone: 830-279-3003. Email: kbiddick@sulross.edu

Grading Scale

Exams (100 points each).....	300 (drop one test grade)
Book Analysis.....	200
Final Exam.....	100

600

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = below 59

TENTATIVE SCHEDULE

General course content and schedule of topics covered are listed below.

<i>Chapter</i>	<i>Date</i>	<i>Assignment/Activities</i>
Chapters 1& 3 Exam	May 27	Exam 1
Chapter 4&5 Exam	June 5	Exam 2
Chapters 6 & 9 Exam	June 17	Exam 3
	June 22	Book Analysis due
Chapter 10, 13, & 14 Exam	June 24	Exam 4
All Chapters Final Exam	June 26	Final Exam