

Course Syllabus

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PSY628: Abuse Assessment & Reporting

Dates: 08/28/17 - 10/22/17

Meeting Day/Time:

Mondays, 2:00 p.m. - 5:00 p.m.

Wednesdays, 3:00 p.m. - 5:00 p.m.

Location: Mission Valley Campus

Credit Hours: 3

COURSE DESCRIPTION

This course examines legal, ethical, and clinical aspects of child and elder abuse reporting, such as mandatory methods of identifying victims, prevention and intervention, and treatment techniques.

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers . . . we will learn from each other
5. Mistakes are okay . . . this is a no-guilt, no-blame zone
6. The point is to learn and grow ... grades are a by-product and not the goal
7. Integrity and honesty are expected

Please jot down some of your expectations for this course.

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Instructor: Gina Robertson Smith, M.A., LMFT



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Hours: By appointment only

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COURSE LEARNING OUTCOMES

After completing this course, you should be able to:

1. Understand the historical and theoretical perspectives of abuse assessment and reporting.
2. Know legal requirements of reporting abuse.
3. Know rights and responsibilities of reporting and the consequences of failure to report.
4. Identify physical and behavioral indicators of abuse.
5. Become familiar with relevant issues related to perpetrators of abuse.
6. Understand assessment and treatment of abuse.
7. Be familiar with methods of and existing efforts toward prevention of abuse.
8. Develop sensitivity to previously abused children and adults and know the implications and methods for treatment.

Required Texts

Hines, D.A. & Malley-Morrison, K. (2005). *Family violence in the United States: defining, understanding, and combating abuse*. Thousand Oaks, CA: Sage Publications, Inc. ISBN (paperback) 0761930868

Compendium: A collection of articles concerning the legal and ethical obligations of California Marriage and Family Therapist licensees, interns, and trainees. San Diego, CA: California Association of Marriage and Family Therapists (CAMFT). It is highly recommended that you join CAMFT as a student member. This book can be purchased online at www.camft.org (<http://www.camft.org>). Search the term "compendium" and select the Compendium 2017 – Legal and Ethical Obligations. Click on the shopping cart. Cost is \$35.00 for the book.

"*Statutes and Regulations Relating to the Practice of...*" a publication by the California Board of Behavioral Services (BBS), which can be obtained, free of charge, from www.bbs.ca.gov (<http://www.bbs.ca.gov>). (You do not need to print the entire publication. I will upload excerpts for discussion).

The California Child Abuse and Neglect Reporting Law [11164-11174.3] and Elder Abuse and Dependent Adult Civil Protection Act [15600-15657.8]. (Go to www.ca.gov (<http://www.ca.gov>) and search for both).

Recommended Readings

Brandt, D. (2002). *Homes of fear: The curse of family violence*. Monrovia, CA: World Vision International.

Campbell, J. C., (Ed.). (1995). *Assessing dangerousness: Violence by sexual offenders, batterers, and child abusers*. London, UK: Sage.

Crosson-Tower, C. (2002). *Understanding child abuse and neglect (5th ed.)*. Boston, MA: Allyn and Bacon.

Kolko, D. & Swenson, C.C. (2002). *Assessing and Treating Physically Abused Children and Their Families*. Thousand Oaks, CA: Sage Publications.

Miller-Perrin, C.L. & Perrin, R.D. (2013). *Child Maltreatment – An Introduction* (3rd. ed.). Thousand Oaks, CA: Sage.

Myers, J. (2011). *Child maltreatment: A collection of readings*. Los Angeles, CA: Sage Publications.

Myers, J. E, Berliner, L., Briere, J., Hendrix, C. T., Jenny, C., & Reid, T. A. (2002). *The APSAC handbook on child maltreatment (2nd ed.)*. Thousand Oaks, CA: Sage.

Pham, E. & Liao, S. (2009). Clinician's role in the documentation of elder mistreatment. *Geriatrics & Aging*, July 12 (6), 323-327.

Reardon, K. K. and Noblet, C. T. (2009). *Childhood denied: Ending the nightmare of child abuse and neglect*. Thousand Oaks, CA: SAGE Publications.

Walsh, F. (Ed.). (2009). *Spiritual resources in family therapy (2nd ed.)*. New York, NY: Guilford.

Recommended Websites

- Board of Behavioral Sciences: www.bbs.ca.gov (<http://www.bbs.ca.gov>)
- California Hospice and Palliative Care Association: <http://www.calhospice.org/#> (<http://www.calhospice.org/#>)
- California Legislative Information: <http://leginfo.legislature.ca.gov/> (<http://leginfo.legislature.ca.gov/>)
- Centers for Disease Control and Prevention: www.cdc.gov/violenceprevention (<http://www.cdc.gov/violenceprevention>)
- Center of Excellence on Elder Abuse and Neglect: <http://www.centeronelderabuse.org/index.asp> (<http://www.centeronelderabuse.org/index.asp>)
- Health & Human Services, Adult Protective Services: http://www.sandiegocounty.gov/content/sdc/hhsa/programs/ais/adult_protective_services.html (http://www.sandiegocounty.gov/content/sdc/hhsa/programs/ais/adult_protective_services.html)
- Institute on Violence, Abuse and Trauma at Alliant University: www.ivatcenters.org (<http://www.ivatcenters.org>)
- National Child Traumatic Stress Network: <http://www.nctsn.org/> (https://mail2.upacsd.com/owa/redirect.aspx?C=33HL9wCYqU2nqkFIFvIXo0pxi_bJ2tAljvqvDbnn1TeEMNy8p2OtupdnqW2l-vweKOr_dOOpsSE.&URL=http%3a%2f%2fwww.nctsn.org%2f)
- National Council on Child Abuse & Family Violence: <http://nccafv.org/child.htm> (<http://nccafv.org/child.htm>) .
- Prevention and Treatment of Child Abuse: www.childhelp.org (<http://www.childhelp.org/>)
- U.S. Department of Health & Human Services; Administration for Children & Families: <http://www.acf.hhs.gov> (<http://www.acf.hhs.gov>)
- U.S. Department of Health & Human Services; Administration for Children & Families; Child Welfare Information Gateway: www.childwelfare.gov (<http://www.childwelfare.gov/>)

COURSE REQUIREMENTS

1. Attendance and Participation (40-points)

- A. Attendance (in-class discussion, **20-points**) includes being present to each class session and participating in class discussion by asking questions and sharing new insights and information.
- B. Participation (*Canvas* discussion questions, **20-points**). The course text and lecture materials have been supplemented with questions designed to personalize the material covered in class. It is expected that course material will be read before the scheduled lecture so that informed and lively discussion may be the primary focus of class meetings. *Canvas* questions may be utilized for class discussion, so please attempt to complete your thoughtful responses prior to class.
- C. Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements. Absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. If more than 20 percent of the classes are reported as missed, the faculty member may initiate the student's de-enrollment from the course without advance notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" or "NC." There are no refunds for courses where a de-enrollment was processed.
- D. A student who registers late must therefore be exceptionally careful about regular attendance during the remainder of the course. Registered students who neither attend the first class session nor inform the instructor of record of their desire to remain in the class may, at the request of the instructor, be removed from the class roster.
- E. Exceptions to the foregoing attendance regulations due to extenuating circumstances beyond the student's control may be granted only by appeal to the Vice Provost for Academic Administration. Students should consult the syllabus of each course for specific applications of and elaborations on the above attendance policy.
- F. If a student misses a class for a University excused absence the student must provide the appropriate documentation to the professor. No penalty will be assessed for an approved University excused absence from class. Any work, assignments, class notes, or other information presented during the class during which the student is absent is the sole responsibility of the student. Please seek this information from fellow students who attended that class session before contacting the professor.
- G. In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.
- H. Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation
- Participation in discussions
 - Appropriateness of comments
 - Comments useful for clarification or meaningful contribution to the class
 - Willingness to participate in exercises and simulations
 - Sensitivity to participation of others in the class; avoids dominating discussions
 - Class participation demonstrates understanding of learned theory

Days of grace may or may not be allowed for late assignments. Speak with your instructor directly if an emergency arises and you are unable to complete your work on time.

2. Agency Interview Paper (20-points)

Each student will conduct an interview with a professional staff member of a licensed facility or professional organization/agency (CPS, APS, LTC Facility, Nursing Home, Group Home, Foster Care Program, etc.) that provides protective services to children, elders or dependent adults and write a **3 to 5 page paper**, describing the assessment and treatment of a specific form of ABUSE (i.e., neglect or child sexual abuse, elder financial abuse). Paper is due: **Wednesday, October 11, 2017**.

3. Student/group presentation (20-points)

Students will present on one of the topics listed below. The presentation must include PowerPoint slides, one specific intervention, one community resource, and a 1-page handout/outline of your presentation for each student in class (w/resources). The PowerPoint will be submitted to the professor by hard copy the day of the presentation.

Sections of the presentation should include:

- A description of the issue (incl. physical and behavioral indicators)
- Assessment and treatment
- Statistical and prevalence information
- A specific factor influencing the issue (i.e., spiritual, sociocultural, or gender, etc.)

Presentation Topics

1. Prevalence and Risk Factors for (Child/Elder) Abuse
2. Cultural Issues of Abuse
3. Special Populations
4. Confidentiality, Informed Consent and other Legal/Ethical Issues of Abuse Assessment and Intervention
5. Mandated Reporting: Laws and Process
6. Prevention of (Child/Elder) Abuse
7. Foster Care and Residential Treatment (and Child Abuse)
8. Nursing Homes / Residential Treatment / Long Term Care Facilities and Elder Abuse

4. Final Exam (20-points)

An exam will be given on the last day of class, utilizing diverse formats, including multiple choice items, true/false, and short answers.

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

1. [APA Style Essentials - Prof. Degelman Vanguard University](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/)
(<http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/>)
2. Downloadable APA Style Helper: [APA for Psychology](http://www.docstyles.com/apaguide.html) (<http://www.docstyles.com/apaguide.html>)
3. [Psychology with Style: A Hypertext Writing Guide](http://www.uwsp.edu/psych/APA4b.htm) (<http://www.uwsp.edu/psych/APA4b.htm>)
4. [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/) (<https://owl.english.purdue.edu/owl/section/2/10/>)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions		40	
Online Participation in forums, groups, etc.	5		5
Reading	10	5	10
Writing		10	20
Other Assignments and Learning Activities	5	5	5
Exams & Quizzes	4	5	5
	24	65	45
TOTAL HOURS			134

ASSESSMENT AND GRADING

Assignments	Points
Attendance & Participation (in-class discussion)	20
Participation (Canvas discussion questions - 4 questions at 5 points each)	20
Agency Interview Paper	20

Assignments	Points
Group Presentations	20
Final Exam	20
Total	100

GRADE SCALE

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

- Only grades of C- or better will count toward program GPA.
- A cumulative program GPA of 3.0 or higher is required to graduate.

ACADEMIC ACCOMMODATIONS

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

If you have a diagnosed disability, please contact the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodations by phone at (619) 563-2810. You may also ask your academic advisor or program director for any additional accommodation information.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](http://www.pointloma.edu/experience/academics/class-schedules) (<http://www.pointloma.edu/experience/academics/class-schedules>) site. No requests for early examinations will be approved.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class, which we will utilize during many class sessions—but please make sure you use them appropriately and responsibly. ***If a tech tool becomes***

a distraction or disruption while class is in session, I will simply invite you to no longer bring it to class.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, “Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course.” See [Academic Policies](#)

(<http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies>) for full text.

SPIRITUAL CARE

A cornerstone of a PLNU education is helping students realize their mental, physical, social, moral, and spiritual ideals. Understanding and living out a personal commitment to faith and our Wesleyan heritage are means for achieving self-worth and understanding, the motivation for building a just social order. Students receive support to build skills and habits in spiritual formation that motivate a life of service which is lifetime. PLNU encourages community engagement among students, faculty, and staff that honors service to others as an expression of that commitment. There are resources for your Christian faith journey available at

[Graduate and Professional Student Spiritual Life \(https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life\)](https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life).

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

COURSE SCHEDULE AND ASSIGNMENTS





(This schedule is subject to changes. All changes will be announced in class and/or via e-mail.)







DATE	TOPIC	ASSIGNMENT
Monday 8/28/2017	Introductions Review of syllabus and course requirements Introduction to the course content and context; Review course requirements for BBS licensure	Read: BBS Statutes and course requirements for licensure (Online)
Wednesday,	Overview of CANRA	Read: The California Child

8/30/2017	Overview of Family Violence History and definitions	Abuse & Neglect Reporting Law and Compendium (pp. 3-8)
Monday, 9/4/2017	LABOR DAY HOLIDAY – NO CLASS MEETING	
Wednesday, 9/6/2017	MODULE 1: Child Physical Abuse, Sexual Abuse, Cruelty, Injury, Neglect and Emotional Abuse	Read: Hines & Malley- Morrison, Chapter 1
Monday, 9/11/2017	MODULE 1 (Cont'd): Child Abuse Reporting (Who, When, How, Confidentiality, Penalties for failing to report, Agency Responsibilities	DUE: Canvas Question #1 Read: Hines, Malley- Morrison, Dutton, Chapter 2
Wednesday, 9/13/2017	MODULE 1 (Cont'd): Prevention of Child Maltreatment and Resiliency; Research	Read Hines, Malley- Morrison & Dutton, Chapter 3
Monday, 9/18/2017	MODULE 2: What happens after a report is made, Child Welfare Services role, Law Enforcement's role, Feedback to reporter, Child Abuse Central Index (CACI)	Read: Hines & Malley- Morrison, Chapter 4 DUE: Canvas Question #2
Wednesday, 9/20/2017	MODULE 3: Drug-exposed infants, Domestic violence, Parental substance abuse, and Prevention	Read: Compendium (pp. 93-106, 125-128)
Monday, 9/25/2017	MODULE 4: Elder Abuse Assessment, Recognize signs and symptoms of elder and dependent adult abuse and neglect	Read: Elder Abuse Reporting Laws DUE: Canvas Question #3
Wednesday, 9/27/2017	MODULE 5: Elder Abuse Reporting and Resources <i>Student Presentation 1:</i>	Read: Compendium (pp. 107-124, 129-132)
Monday, 10/2/2017	MODULE 5 (Cont'd): Elder abuse interventions, Elder abuse prevention, Research in elder and dependent adult abuse	Read: Hines, Malley- Morrison & Dutton, Chapter 9

	<i>Student Presentation 2:</i>	DUE: Canvas Question #4
Wednesday, 10/4/2017	<p>MODULE 6: Ecological Contexts of Abuse</p> <p><i>Guest Presentation by Anabel Kuykendall, Adult Protective Services, San Diego County</i></p> <p>Case Studies, Discussion, and Role-play for Assessment, Reporting and Intervention</p>	Read: Hines, Malley-Morrison & Dutton, Chapter 11
Monday, 10/9/2017	NO CLASS MEETING	Read: Hines, Malley-Morrison & Dutton, Chapters 12 and 13
Wednesday, 10/11/2017	<p>MODULE 7: Confidentiality, Exceptions, Privilege, Informed Consent</p> <p>MODULE 8: Domestic Violence Overview and Special Populations</p> <p><i>Student Presentation 3:</i></p>	<p>Agency Interview Paper Due prior to final exam.</p> <p>Read: Compendium (pp. 67-77, 133-151, 211-233)</p>
Monday, 10/16/2017	<i>Review Study Guide for Final Exam</i>	Read: Hines & Malley-Morrison, Chapters 7-8
Wednesday, 10/18/2017	Final Exam	

Course Summary:

Date	Details	
Mon Sep 18, 2017	 Canvas Question #2 https://canvas.pointloma.edu/courses/36146/assignments/218605	due by 2:59pm
Sun Sep 24, 2017	 Mid-Course Evaluation https://canvas.pointloma.edu/courses/36146/assignments/218599	due by 11:59pm
Mon Sep 25, 2017	 Question 3 https://canvas.pointloma.edu/courses/36146/assignments/218604	due by 2:59pm
Mon Oct 2, 2017	 Canvas Question #4 https://canvas.pointloma.edu/courses/36146/assignments/218606	due by 2:59pm

Date	Details	
Wed Oct 11, 2017	 Agency Interview Paper (https://canvas.pointloma.edu/courses/36146/assignments/218607)	due by 3pm
Wed Oct 18, 2017	 Final Exam (https://canvas.pointloma.edu/courses/36146/assignments/218598)	due by 5:59pm
	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/36146/assignments/218601)	due by 11:59pm
	 Attendance and Participation (https://canvas.pointloma.edu/courses/36146/assignments/218600)	
	 Canvas Question #1 (https://canvas.pointloma.edu/courses/36146/assignments/218603)	
	 Student / Group Presentation (https://canvas.pointloma.edu/courses/36146/assignments/218602)	