

RESPONDING TO CHILD MALTREATMENT

Criminal Justice 44.623 Tuesdays 4:30 pm – 6:50 pm—Spring 2011-- Location: Mahoney 208

Dr. Linda M. Williams, Professor, Department of Criminal Justice and Criminology

e-mail: linda_williams@uml.edu web site: <http://faculty.uml.edu/lwilliams/>

Mahoney 212E phone: 978-934-4118

Office Hours: Tuesday 2:30-4:30 pm; Also alternating Mondays or Wednesdays (check calendar on my door) 11-12 noon. OR by Appointment (call or e-mail).

COURSE DESCRIPTION:

This graduate seminar is designed to analyze and critically examine the societal response to the maltreatment of children. Theory, research, policy, and practice in regard to the maltreatment of children and youth will be studied.

Over the last 40 years, there have been dramatic changes in our knowledge of and response to child maltreatment. This began with the “discovery” of child maltreatment in the 1960s and 70s and an evolution in the way we respond to it in the United States (and around the globe). Those who work in this field whether as researchers, policy makers or service providers in criminal justice systems, health care or social services are expected to understand current theories of its causation and to evaluate the evidence available to support policies, programs and services. This course includes a brief review of the nature of child maltreatment and its causes, risk factors, and consequences. The major focus of this course, however, is on responding to child maltreatment. This includes legal, social and health system responses. Gaps in services as well as current “best practices” are critically assessed with an emphasis on the need for an integrated and comprehensive response.

The course draws on extensive case study information and materials to engage students in assessment of prevention and intervention needs; current practice and policy standards and guidelines; and how research and theory can improve response to child maltreatment. We focus on child protective services, physical and mental health services, and criminal justice system responses. These responses are situated in an understanding of the family, community and social context of child maltreatment. Each semester case themes are chosen as the focus of the assigned readings and class activities and assignments. This semester the class will focus on responding to 1) severe physical and fatal child abuse; 2) child labor exploitation and sex trafficking; and 3) child neglect and abandonment (although other topics of interest to the class will be introduced.)

WEB-ENHANCED COURSE--- a note about on-line access— This class provides web-enhanced features by logging in at: <http://continuinged.uml.edu/online> . A handout distributed during the first class will give you information about how to get your password and log in for the first time. The syllabus and weekly assignments are also posted on-line. Participation in on-line discussions boards is required and also available for team work. Assignments must be submitted via this site. It is critical that all students taking this course use the web-enhanced features—so now is the time to get familiar with this resource.

Learning Objectives – To provide students with and knowledge to analyze and discuss:

- societal response to the maltreatment of children
- theory, research, policy, and practice in regard to the maltreatment of children and youth
- critical issues in understanding how to assess effectiveness of legal, social and health system responses to child maltreatment and the need for an integrated and comprehensive response.

Course Outcomes and Assessment/ Upon completion of this course students will be able to:

- Analyze societal responses to child maltreatment
- Place child maltreatment in global context.
- Assess the effectiveness of societal responses to child maltreatment
- Describe integrated coordinated responses to several types of child maltreatment
- Plan and critique social responses to child maltreatment

REQUIREMENTS: The success of a seminar depends on each student's active participation, and on completion of the readings each week. Your grade for this class will reflect these expectations. Each week you should bring to class the assigned readings so you are best able to fully participate in discussions. Students should obtain a working knowledge of the subject matter through class participation, assimilating the lecture materials, class presentations and assigned readings (supplemented by reading for your research paper).

EVALUATION:

Attendance & Class Participation	25%
Midterm Exam	25%
Annotated bibliography and Commentary	20%
Research Paper (2 parts: student contribution & group work)	30%

Attendance & Class participation. (25%)

Class participation means speaking in class, as well as, listening to fellow students and helping others to understand the material. Regular class participation including on-line discussion participation is an important element for success in this course. **Students should come to each class prepared to discuss observations on the readings, pose questions, and respond orally to questions about the readings.** This class meets only once a week, and is a seminar, which means that student participation is what makes the class successful. Therefore, every student needs to attend every class. If you are too ill to attend, you may miss one class without questions – however, please let me know you are out sick before the class meets (except in emergencies). Send an e-mail or call me anytime and leave a message.

Midterm exam (25%) (Due Tuesday March 29th) to be submitted on-line by 4:30 pm to the Blackboard “drop box.”

The midterm exam will consist of essay and short answer questions provided to you on-line on March 21st. Your readings and other materials may be used but the work is to be completed independently with no assistance from others. Late exams will be accepted with certification of notified absence from the Dean of Students' Office.

Annotated bibliography preparation and commentary on practice, policy or system response

(20%) 10 articles focusing on an area of system response will be selected by each student. By February 22rd a list of at least 6 peer-reviewed articles must be submitted for approval. The complete list is due March 1st via the dropbox. Each week (starting March 1st and continuing for the next 5 class meetings) you will submit annotated bibliographies on 2 of the articles. For excellent guidelines on preparing an annotated bibliography see: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm> The annotated bibliography for each article will be submitted on-line and will be published for all to see and comment on via Blackboard.

Research paper and presentation. (30%) Paper due **May 3rd to be submitted on-line by 4:30 pm.** Groups of 3-4 students will elect to work as a team and select one of the following topics (or another approved topic): **1.) Preventing fatal child abuse; 2) Societal responses to trafficking of children; 3) Improving criminal justice response to adult perpetrators; 4). Removing children from parental control, 5). Improving foster care and 5) Coordination of community services for maltreated youth.** By February 15th students will select an area in which they will become a content expert for this course and a part of the system on which they will focus.

There are several tasks involved in the completion of this work:

1. Student Teams will prepare a 20 minute in class presentation on April 26th on the topic based on the research of each team member. Each student must have a role in presenting.

2. For the final paper, each student will write 7-10 pages critically assessing the current status of system response to the child maltreatment area selected. Then, based on these short papers and the best available empirical evidence, the team will make written recommendations for criminal justice, health, social services or community response. You may include a discussion of future research needed. The research paper (due May 3rd) must be 25-30 pages in length with 7 pages written by each student and a group summary statement (2-3 pages). (1 " margins all around, double-spaced, in Times New Roman, Arial or Century Gothic).

Submit final paper. **DUE: Monday May 3rd to be submitted on-line by 4:30 pm.** The paper is due no later than the last class of the semester. Reminder: be sure to use your own words when writing and when you take an idea or words from another person, you must give credit for it by citing
LATE ASSIGNMENT POLICY: Be aware that late assignments will not be accepted without certification of notified absence from the Dean of Students' Office.

REQUIRED TEXT AND DOWNLOADABLE DOCUMENTS:

TEXT: John E.B. Myers (2011) *The APSAC Handbook on Child Maltreatment* (3rd Edition). LA: Sage Publications.

REQUIRED downloadable or electronic documents are available on Blackboard and linked in each week's course materials

Boyer, D. (2008). *Who Pays the Price? Assessment of Youth Involvement in Prostitution in Seattle*. City of Seattle, Human Services Department. 44 pages. **WEEK 11**

Center for Sex Offender Management. (2008). *Legislative Trends in Sex Offender Management*. U.S. Department of Justice, Office of Justice Programs. 20 pages.
http://www.csom.org/pubs/legislative_trends.pdf **WEEK 9**

Chaffin, M. et al. (2004). Parent–Child Interaction Therapy With Physically Abusive Parents: Efficacy for Reducing Future Abuse Reports. *Journal of Consulting and Clinical Psychology* 72, (3). pp. 500–510. **WEEK 10**

Chaffin, M. & Friedrich, B. (2004) Evidence-based treatments in child abuse and neglect. *Children and Youth Services Review*, 26 pages 1097-1113. **WEEK 6**

Cross TP, Finkelhor, D. & Ormrod, R. (2005). Police Involvement in Child Protective Services Investigations: Literature Review and Secondary Data Analysis. *Child Maltreatment*, 10 (3), pp. 224-244. **WEEK 5**

Curtis, R. et al. (2008) *The Commercial Sexual Exploitation of Children in New York City: Executive Summary*. Center for Court Innovation & John Jay College of Criminal Justice. **WEEK 3**

DePanfilis, D. & Dubowitz, H. (2005). Family Connections: A Program for Preventing Child Neglect. *Child Maltreatment*, 10, (2), pp. 108-123. **WEEK 6**

Evans, A.D., Lee, K., & Lyon, T.D. (2008). Complex questions asked by defense lawyers but not prosecutors predicts convictions in child abuse trials. *Law & Human Behavior*. **WEEK 7**

Fergusson, D. M., Boden, J. M., & Horwood, L. J. (2008). Exposure to childhood sexual and physical abuse and adjustment in early adulthood. *Child Abuse & Neglect*, 32 (6), 607-619. **WEEK 2**

Gaetz, S. (2004). Safe streets for whom? Homeless youth, social exclusion, and criminal victimization. *Canadian Journal of Criminology and Criminal justice* 423-455. **WEEK 12**

Hammond, C.B. et al. (2001) *Law Enforcement Response to Child Abuse*. NCJRS # 162425 **WEEK 5**.

Massinga, R. & Pecora, P.J. (2004) Providing Better Opportunities for Older Children in the Child Welfare System. *The Future of Children*. Children, Families, and Foster Care, 14, (1). Pp 151-173. **WEEK 6**

Mathews, B. & Bross DC. (2008). Mandated reporting is still a policy with reason: Empirical evidence and philosophical grounds. *Child Abuse & Neglect*, 32, pp. 511–516. **WEEK 5**

McWey, LM, Henderson, TL. & Alexander, JB. (2008). Parental Rights and the Foster Care System: A Glimpse of Decision Making in Virginia. *Journal of Family Issues*, 29 (8) pp. 1031-1050. **WEEK 6**.

- Priebe, A and Suhr, C. (2005). *Hidden in Plain Sight: The Commercial Sexual Exploitation of Girls in Atlanta*. Atlantic Women's Agenda. **WEEK 3**
- Reading, et al. (2009) Promotion of children's rights and prevention of child maltreatment. *Lancet*, 373, pp: 332-343. **WEEK 8.**
- Sanders, M.R., Cann, W., & Markle-Dadds, C. (2003). Why a universal population-level approach to the prevention of child abuse is essential. *Child Abuse Review*, 12, 145-154. **WEEK 11.**
- State of Washington Office of the Family and Children's Ombudsman (2005) *Sirita Sotelo Fatality Review*. (August). **WEEK 4.**
- State of Washington Office of the Family and Children's Ombudsman (2005) *Justice and the Raiden Robinson Fatality Review* (April). **WEEK 4.**
- Thrane, L. E., Hoyt, D. R., Whitbeck, L. B., & Yoder, K. A. (2006). Impact of family abuse on running away, deviance, and street victimization among homeless rural and urban youth. *Child Abuse & Neglect* 30, 1117–1128. **WEEK 2.**
- Walsh, Bill (2005), *Investigating Child Fatalities*. Office of Juvenile Justice and Delinquency Prevention. U.S. Department of Justice. (August) 37 pages. <http://www.ncjrs.org/pdffiles1/ojjdp/209764.pdf> **WEEK 5.**
- Welchans, S. (2005) Megan's Law: Evaluations of sexual offender registries. *Criminal Justice Policy Review*. 16, 2, 123-140. **WEEK 8.**
- Williams, L.M., & Finkelhor, D. (1990). The characteristics of incestuous fathers: A review of recent studies. In W.L. Marshall, D.R. Laws and H.E. Barbaree (Eds.), *The handbook of sexual assault: Issues, theories and treatment of the offender* (pp. 231-255). New York: Plenum. **WEEK 3.**
- Williams, L.M. (2010). Harm and Resilience Among Prostituted Teens: Broadening Our Understanding of Victimization and Survival. *Social Policy and Society*, 9,2: 243-254. **WEEK 3.**
- Williams, L.M. (2009). Provide Justice For Prostituted Teens: Stop Arresting And Prosecuting Girls. In Natasha A. Frost, Joshua D. Freilich, and Todd R. Clear (Eds.), *Contemporary Issues in Criminal Justice Policy: Policy Proposals from the American Society of Criminology Conference*. (pp. 227-306). Belmont, CA: Cengage/Wadsworth. **WEEK 8.**
- Wood, J.M. and Garven, S. (2000). How Sexual Abuse Interviews Go Astray: Implications for Prosecutors, Police, and Child Protection Services. *Child Maltreatment*, 5, pp 109-118. **WEEK 7.**
- Wright, R., Powell, M. B., & Ridge, D. (2006). Child abuse investigation: An in-depth analysis of how police officers perceive and cope with daily work challenges. *Policing: An International Journal of Police Strategies and Management*, 29(3), 498-512. **WEEK 5.**
- Yaroni, A., Wetts, R., and Ross, T. (2010) *The Academy: A Program for Older Youth Transitioning Out of Foster Care*. New York: Vera Institute of Justice. **WEEK 6.**

Date	Session topic	Required readings (on blackboard) and questions for discussion
Wk 1 1/25	INTRODUCTION TO THE COURSE	<p>Review syllabus. Review information on web-enhanced course and learn how to log in so you can participate in discussions and download additional readings.</p> <p>Think about selecting an area in which you will become a content expert for this course (e.g., fatal child abuse; neglect and abandonment; commercial sexual exploitation).</p> <p>Read newspaper articles and other media and answer the question-- how does society define, construct, and respond to this form of maltreatment?</p>
Wk 2 2/1	<p>The discovery and social construction of child maltreatment.</p> <p>Definitions, prevalence, and extent of child maltreatment.</p> <p>Overview of causes and consequences.</p>	<p>Readings from the text: John E.B. Myers (2011) – read articles 1 (Myers); 7 (Erickson & Egeland); 11 (Reece) and 13 (Berliner)</p> <p>Also Read: Fergusson et al. (2008). Thrane (2008).</p> <p>"An introduction to child abuse" by Duncan Lindsey http://www.childwelfare.com/kids/caintro.htm#top</p> <p>Look at the Child maltreatment data sheet http://www.cdc.gov/ncipc/dvp/cm_data_sheet.pdf</p> <p>Check out this link: http://www.cachildwelfareclearinghouse.org/search/topical-area</p>
Wk 3 2/8	<p>Sex Trafficking</p> <p>Perpetrators of child sexual abuse.</p>	<p>Introduction to commercial sexual exploitation Read: Curtis, R et al. (2008) Finkelhor & Ormrod (2004) Priebe & Suhr (2005) Williams (2010) Williams & Finkelhor (1990)</p> <p>Who are the perpetrators and what are our options for response? How do social norms contribute to perpetration?</p>
Wk 4 2/15	Child Fatalities and How The System Fails	<p>Readings from the text: John E.B. Myers (2011) 3 (DePanfilis); 4 (Myers)</p> <p>Read ONE of the following reports on investigations into child fatalities and be prepared to discuss the following: how do these cases fit with the fact sheets and the assigned readings? What is new?</p> <p>State Of Washington Office of the Family And Children's Ombudsman (2005) 1.) Sirita Sotelo Fatality Review and 2.) Justice and the Raiden Robinson Fatality Review</p> <p>The identification, reporting and investigation of CAN Police Child death review http://www.childdeathreview.org/cdrprocess.htm</p> <p>Child abuse and neglect: fact sheet on child fatalities Read the 2 fact sheets on fatalities: http://www.unh.edu/ccrc/factsheet/pdf/childfat_fs6.pdf http://www.childdeathreview.org/causescan.htm</p>

Wk 5 2/22	Police response and forensic investigation Child protective services	Readings from the text: John E.B. Myers (2011) 14 (Lyon & Ahern); 19 (Pence); 20 (Saywitz et al.); 10 (Graham-Bermann & Howell) Also Read: Cross et al.(2005) Hammond et al. (2001) Matthews (2008) Walsh (2005) Wright et al. (2006) MDTs/ CACs The role and responsibilities of mandated reporters and health care and educational systems/ civil authorities List of 6 articles due today.
Wk 6 3/1	Remedies and What works? Physical and mental health responses and interventions Foster Care and TPR	Readings from the text: John E.B. Myers (2011) 5 (Myers); 6 (Myers) Also Read: Chaffin & Friedrich (2004) Depanfilis & Dubowitz (2005) Massinga & Pecora. (2004) Mcwey (2008) Yaroni et al. (2010) Read the materials found on this website—especially any relevant to your research paper: http://www.cachildwelfareclearinghouse.org/ Complete list of articles and 2 annotated articles due today
Wk 7 3/8	Prosecution of child abuse; children in court	Readings from the text: John E.B. Myers (2011) 6 (Myers) Also Read: Evans, Lee, & Lyon (2008) Wood & Garven (2000) 2 annotated articles due today
		SPRING BREAK!!!!
Wk 8 3/22	Law and policy	Readings from the text: John E.B. Myers (2011) 18 (Letourneau & Levenson); Also Read: Reading et al. (2009) Welchans (2005) Williams (2009) 2 annotated articles due today
Wk 9 3/29	Offender punishment and correction	Center for sex offender management. (2008) Midterm to be submitted on-line via dropbox by 4:30 pm on 3/29/09 2 annotated articles due today
Wk 10 4/5	Evidence based interventions. How do we really know what works?	Readings from the text: John E.B. Myers (2011) 16 (Pollio et al.); 17 (Kirsch et al.) Also Read: Chaffin et al. (2004) 2 annotated articles due today
Wk 11 4/12	Community based assessments Innovative outreach and networking	Readings from the text: John E.B. Myers (2011) 2 (Daro). Also Read: Boyer (2008) Sanders et al. (2003)
Wk 12 4/19	Neglect and abandonment/ street youth	Read Gaetz (2004) Coordination of services for outreach to maltreated youth.

Wk 13 4/26	Recommendations for Criminal Justice Responses	Student presentations
Wk 14 5/3	Innovative responses to child maltreatment	Next steps for the field--- developing a research and policy agenda for the new administration Research paper to be submitted on-line by 4:30 pm today.

Expectations of Student Behavior in the Classroom (Dean of Students Office)

Students are expected to exhibit professional and respectful behavior that is conducive to a mutually beneficial learning environment in the classroom and lab. -- Examples of inappropriate behavior include: text messaging, listening to music, cell phone use (other than for the campus alert system) , late arrivals, early departures, use of laptops for other than class purposes, disrespectful comments or behavior, intentional disruptions, failure to follow faculty directives. Exceptions to these behaviors would only be granted with the explicit permission of the faculty.-- Students in violation of these standards may be asked to leave class and/or referred to the Dean of Students office for disciplinary action.

ACADEMIC INTEGRITY ---The university's academic integrity policy, which can be found on-line, will be enforced in this class. Students are also encouraged to readings the policy on plagiarism:

http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm . Do not plagiarize.

Plagiarism is defined as:

1. direct quotation or word for word copying of all or part of the work of another without identification or acknowledgement of the quoted work;
2. extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one's own text; and
3. an abbreviated restatement of someone else's analysis or conclusion, however skillfully paraphrased, without acknowledgment that another person's text has been the basis for the recapitulation; and
4. downloading information from the internet without direct quotation and reference, name of author, title of article, or text and date.

Very important: The paper and other written work submitted for this course must be your original work for this course and not in whole or part be work you submitted for another course.

Also see the following site-- It offers good suggestions:

<http://sociology.camden.rutgers.edu/jfm/plagiarism/plagiarism-jfm.htm>

If you are in doubt about what might constitute plagiarism in a written assignment, post a question on the discussion board or send me an e-mail me about it (discussion board is preferred since your question will undoubtedly be useful to others). Any attempt to represent the work of someone else as your own, or any other form of academic dishonesty will result in an F (0 points) on that assignment. So please don't cheat, plagiarize, fabricate, or help anyone else do these things.

There are MANY relevant peer reviewed journals that are often cited in the criminal justice search engines available on the UML library website. You may want to direct your specific attention to current and all back issues of:

Child Abuse and Neglect
Child Maltreatment
Child Welfare
Journal of Child Sexual Abuse
Journal of Interpersonal Violence
Violence Against Women
Violence and Victims

A Note About Citations-- The style guidelines of the American Psychological Association (APA) for references to journal articles calls for them to be formatted as follows: Author's last name, author's first and middle initial. (Year of publication). Article title. Journal Name, volume number, page numbers.