

RESPONDING TO CHILD MALTREATMENT
Criminal Justice 44.623.061
Spring 2013 On-Line Course
January 22 – APRIL 6, 2013

Dr. Linda M. Williams, Professor, Department of Criminal Justice and Criminology
e-mail: e-mail: << use online course e-mail function>> phone: 978-934-4118

ON-LINE CHAT TIME: Monday evenings 7:00 – 8:00 p.m. Eastern Time—Note: Times listed are always Eastern Time

COURSE MATERIALS RELEASED: Tuesdays at 12:30 a.m.—Each week of the course begins on Tuesday and ends on the following Monday.

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 in the first several weeks of the nature of child maltreatment and its causes, risk factors, and consequences. The major focus of the 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 most critically 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—prevention, investigation and intervention; 2) sexual abuse and exploitation of teens – community response; and 3) child neglect and abandonment (although other topics of interest to the class will be introduced and can be the focus of your work on your paper.)

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

- societal response to children and their maltreatment
- 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
- social policies and laws related to child maltreatment

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

- Analyze societal responses to child maltreatment
- Place child maltreatment in community and societal 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

GENERAL REQUIREMENTS -- The success of this class requires each student's active participation (see below) and completion of the readings including all the course materials posted on-line, the required texts available for purchase from the bookstore <http://www.uml.edu/bookstore>, and the downloadable documents with links provided in the course materials. Your grade will reflect these expectations. Students should obtain a working knowledge of the subject matter through participation in discussion boards, assimilating the course materials, completion of the midterm exam and final research paper, and the assigned readings and exercises (supplemented by your own reading for your paper).

COURSE PARTICIPATION EXPECTATIONS

General Comments on Class Participation and Communication-- This class requires each student's active participation in reading the discussion board posts, posting your input and responses, and participating in weekly chats. Your posts are valuable to the class and can contribute considerably to everyone understanding the material. Regular class participation through on-line discussion is an important element for success in this course.

In this course, there are two mechanisms for participation: **(1) required discussion board (forum) postings based on assigned weekly readings and other questions;** and (2) weekly chats. **While attendance at the weekly "Chat" is not mandatory, it is highly recommended and all students should read the log of the chat weekly.** Participation in the discussion board comprises 25% of your final grade.

Chats-- There will be an online chat room on Monday evenings 7- 8 pm Eastern Time. The chat is live via the Blackboard "Chat" function. This will be a time to ask and answer general questions about the course and assignments, as well as, to have real-time conversations about topics that have come up on the discussion board or that need to be raised. Attendance is not required but a log of the chat is saved—so you should be sure to go to "Chat" and review the "conversation" which has taken place each week.

Instructions for Chat -- Click on "Chat" link and then choose the current week's chat. During the chat post your comments and read other entries. Participate in the live chat every week if possible!!

Guidelines for use of the "Chat"

- Please keep subject matter related to course content
- When you're "talking" to someone in particular, please begin the statement with that person's name, followed by a colon (:). For example, if you wanted to ask Ben Affleck a question, it would look something like this...."Ben A: What do you think?"
- There will be no tolerance for profanity or harassment of any kind (gender, race, sexual orientation, religion, disability, etc.) The chat is a mutually respectful environment (just like the classroom) and any violation of these ground rules will result in dismissal from the course.

Our first chat will take place on Monday Jan. 28st from 7 - 8 p.m. Let's plan to have some conversation about how you are doing navigating the course website and everyone's adjustment to the course. Hopefully, many of you can make it!

Discussion Boards: There are three (3) requirements for participation in the discussion board each week.-

- Because 25% of your grade is based on your postings on and responses to the discussion board, it is important that your contributions be thoughtful and on topic. Unless otherwise specified **each week by Thursday at 9 PM you are required to post TWO substantial (each with at least 2 paragraphs) discussion posts. The two substantial posts each week may be on the suggested topics (threads) for the week or on a new thread you start relevant to the week's readings or other work.** Then **each week by 7 PM on Monday you must provide your third required post – a response to at least one other student's posting anywhere on the discussion board for that week.** It is hoped that such exchanges will enhance the experiences for all participants. Your discussion board participation will be graded weekly (a grading rubric is provided in the course materials under start here). 2.5 points are allocated for each week.

- **Remember-- You are required to post on each week's Discussion Board at least three times per week.** New course lecture material for each week will be released on Tuesdays at 12:30 a.m. Many times there will be a bit of "homework" to complete before you would be able to post your response and commentary to the week's Discussion Board. So, it will be a good idea for you to make sure that you spend some time following Tuesday's release of course materials to prepare yourself to add a substantive statement to the Discussion Board— Of course you already know the assigned readings from this syllabus and can prepare ahead by reading these. **Your two initial Discussion Board posts must be**

made by Thursday at 9 pm and your required response to at least one other classmate’s postings must be made by Monday at 7 PM. Of course as you and others in the class begin to post to the discussion after Tuesday’s release of course materials you can make your required response. Response to more than one classmate’s posting is also possible (and encouraged!)

- Your postings to the discussion board should be thoughtful and complete--- while chats are quick and conversational, the discussion board postings require more thought and time to prepare. Give careful critical consideration to your weekly notes and readings when posting and responding. **Students who submit partial, and/or incomplete, and/or late responses will not receive full participation points for that week.** Submissions such as “I agree” are not sufficient—**you need to make a substantial contribution of at least 2 paragraphs in each of your weekly discussion board contributions AND offer at least several (complete) sentences in response to another classmate’s posting by MONDAY.**
- One very important note about your discussion posts... Everyone should be able to tell what you are writing about just by reading the Subject/ Heading of your post.

Discussion Board participation is worth 25% of your grade.....The substance and quality of your submissions to the discussion board will play a role in calculation of your Discussion grade (a grading rubric is supplied). Course materials including lecture notes, assigned readings and discussion board questions will be released every Tuesday at 12:30 am. The new discussion board and threads for the week’s assignments will be open at that time.

Another method for communication in this course is E-mail -- Electronic mail sent to me should be reserved for those things you don't wish to share with the rest of the class.....private or personal issues, in other words. Otherwise, any question, comment, etc. you may have is sure to be beneficial/interesting to the rest of the group and should be posted on the Discussion Board or Chat. E-mail sent directly to me does not count toward your class participation grade. However, don't hesitate to send an e-mail message to me if you feel this is the best method of communication for you in regard to a particular issue. I will typically check e-mail for this class each day and I will usually respond by the end of the following day during the week or by Monday morning after the weekend. You can get the e-mail addresses for the entire class by clicking on “create message” and then click “To.” By the way, I do expect that you remain diligent about checking your e-mail as wellI expect to use it and the general **announcements feature of Blackboard** to pass on important new information to the class.

EVALUATION:	
Class Participation/ Discussion Board	25%
Midterm Exam	25%
Annotated bibliography	20%
Research Paper	30%

Discussion Board – Weekly Class participation. (25%)

Class participation means posting on the weekly discussion board and responding to other students’ postings. Regular (weekly) participation is an important element for success in this course. See the detailed description above. **Each week by Thurs. at 9 PM you are required to make 2 postings and each week by Mon at 7 PM you must provide your third post – a response to one other student’s posting.** Some weeks there will be specific discussion questions to address and other weeks will be completely open to topics from the week that you initiate. Please see the Rubric to Assess On-line Class Discussion Performance in Graduate Courses which is posted in the “Start Here” section of the course.

Midterm exam (25%) (Due by 9 pm Thursday FEBRUARY 21st) to be submitted under the assignment tab. --

The midterm exam will consist of essay and short answer questions released to you on-line on February 14th. Your readings and other materials may be used but the work is to be completed independently with no assistance from others.

Annotated bibliography preparation and commentary on practice, policy or system response (20%) -- 10 articles focusing on an area of system response to child maltreatment in which you wish to become an expert will be selected by you to read and annotate. **By 9 pm Thursday January 31st** you will **select an area** in which you will become a content expert for this course and a part of the system or response to child maltreatment on which

you will focus. **There is an Assignment Link for this.** The topic will be approved by the instructor. Then, **by 9 pm on Thursday February 7th** (although earlier submission is welcome) submit a list of at least 10 peer-reviewed articles on the topic you have selected for approval by the instructor. (You may include or find references among some of the assigned articles). **There as an Assignment Link for this.** Then, each week (**starting with the first posts no later than Sunday Feb 17th and continuing through March 24th**) you are required to submit annotated bibliographies on 2 of the articles until you have completed annotation of all 10 approved articles. **THERE IS NO ASSIGNMENT TAB** for this. Instead-- These annotated references are to be submitted each week (2 per week submitted individually) to the **Annotated Articles Discussion** board by 9 PM on SUNDAYS. These may be discussed in the weekly chat and should be read, reviewed and scored over the next 7 days by students in the class. For excellent guidelines on preparing an annotated bibliography see: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

Research paper and summary (30%) Your final paper is due by 9 pm on Thursday April 4th to be submitted to the instructor via the assignment tab. You also are required to post a brief (400 word) summary of your paper to the week 10 discussion board by the same date-- Thursday April 4th.

The paper should provide a detailed analysis of your approved topic on responding to child maltreatment. Note the focus is not on description of a type of maltreatment (although that may be included in background or statement of the problem) but on the response (usually by some part of the system, community, or profession) to child maltreatment with a focus on implications for responders, laws, practices or policies. The paper must review relevant scientific research (if evidence-based research is available for your topic include this), build on theories and concepts covered in the class and include a statement of the problem, review of relevant research, discussion of the theoretical perspective you are taking, and presentation of implications for responders. Please note: A RESEARCH TERM paper is NOT the same as a case study, a position paper, an issues paper, an argumentative paper, or a pro/con analysis. You are to write a SCIENTIFIC paper. There's no need for you to editorialize on the world today or to express your feelings (Avoid "I feel..." statements). The purpose of a research term paper is to objectively ANALYZE. Such a paper should look and feel scholarly as if written for a SCIENTIFIC AUDIENCE, not simply for your instructor or your classmates, and certainly not for the general public. The aim of such a paper is to clearly and succinctly communicate the complex concepts and ideas of an academic discipline or multiple disciplines, arrange those ideas systematically, analyze what we know and don't know about the topic and offer appropriate scholarly discussion of the significance of what you analyzed, conclusions you can make based on the research, and what directions for further research and study would be helpful to scholars, policy makers and practitioners. Under "Start Here" you will find a link for a "Guide sheet for papers and scholarly writing assignments."

The paper must be 15–17 pages long (please do not submit papers that are longer than 17 pages – excluding bibliography) and double-spaced. There are several steps for completing this assignment;

- **By Thursday January 31st** at 9 pm submit via the assignment tab a ½ page description of your paper topic for approval.
- **By Thursday Feb 7th** at 9 pm submit your list of 10 peer reviewed references you intend to use in researching your paper. The citations should be prepared in accordance with the APA or ASA rules for references appearing in a bibliography.
- **By Thursday February 28th** at 9 pm submit a detailed outline of the planned paper. At a minimum, the outline should cover 1.) Introduction and overview of the problem and its significance, 2.) Theoretical perspective, 3) Relevant research issues/ findings to be discussed and 4) Implications for research, policy, and practice.

Here are some useful links for sources for information on writing a research paper:

http://owl.english.purdue.edu/handouts/research/r_ressteps.html

<http://www.ruf.rice.edu/~bioslabs/tools/report/reporterror.html>

<http://www.infoplease.com/homework/t1termpaper1.html>

<http://web.pdx.edu/~dbls/HowtoWriteLiteratureReview.htm>

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 them. **The paper must be your original work for this course and not in whole or part be work you submitted for another course.**

WRITTEN ASSIGNMENT SUBMISSION GUIDELINES -- attachments requirements:

1. Naming the file: Use your last name as part of the electronic file name and a word or two about the assignment—for example "Ortiz Final Paper.doc" would be David Ortiz's final paper.
2. Inside all documents: Be sure that you have included your name at the top of the first page of the assignment.

3. Submissions in Microsoft Word are preferred. If you don't have access to MS Word please submit as an unformatted text (.txt) file
4. Submissions should use 1" margins all around, be double-spaced, and in Times New Roman, Arial or Century Gothic 12 point fonts.

LATE ASSIGNMENT POLICY: Make up exams are not permitted except when there are documented extenuating circumstances (e.g., medical and family emergencies), and the student has notified me 48 hours prior to or after the exam. The make-up assignment for an exam is a 10 page paper. Similar to exams, extensions on assignments will be allowed only in extenuating circumstances AND if you have contacted me within 48 hours of the due date and time. Emailing me to tell me an assignment is going to be late is NOT prior approval. The equivalent of one letter grade (for example, from an A to an A-) will be deducted for each day (including weekend days) that a paper is late, up to five days. Assignments more than five days late will be given a zero.

INCOMPLETES -- Incompletes are permitted only when a student who is satisfactorily passing the course misses a minor part of the course or the final exam due to emergency circumstances. In that case, students need to provide documentation of emergency circumstances within 48 hours. Responsibility for making arrangements with an instructor to complete all outstanding course work rests entirely with the student. Please see the UML Academic Catalog section on Grading Policies for more information on Incompletes.

REQUIRED TEXT AND DOWNLOADABLE DOCUMENTS:

TEXTS:

John E.B. Myers (2011) *The APSAC Handbook on Child Maltreatment* (3rd Edition). LA: Sage Publications.
Richard Gelles (1997) *The Book of David. How preserving families can cost children's lives*. Basic Books

REQUIRED downloadable or electronic documents available on the home page linked in each week's course materials

- 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
- 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: 500-510.
- Chaffin, M. & Friedrich, B. (2004) Evidence-based treatments in child abuse and neglect. *Children and Youth Services Review*, 26 pages 1097-1113.
- Cross TP, Finkelhor, D. & Ormrod, R. (2005). Police involvement in child protective services investigations: Literature review and secondary data analysis. *Child Maltreatment*, 10: 224-244.
- 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.
- Dale, K. A., & Alpert, J. L. (2007). Hiding Behind the Cloth: Child Sexual Abuse and the Catholic Church. *Journal of Child Sexual Abuse*, 16: 59-74.
- DePanfilis, D. & Dubowitz, H. (2005). Family connections: A program for preventing child neglect. *Child Maltreatment*, 10: 108-123.
- 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.
- Finkelhor, D. & Ormrod, R. (2004). *Prostitution of juveniles: Patterns from NIBRS Office of Juvenile Justice and Delinquency Prevention*. Washington, DC: U.S. Department of Justice.
- Gaetz, S. (2004). Safe streets for whom? Homeless youth, social exclusion, and criminal victimization. *Canadian Journal of Criminology and Criminal Justice* 423-455.
- Isely, P. J., Isely, P., Freiburger, J., & McMackin, R. (2008). In Their Own Voices: A Qualitative Study of Men Abused as Children by Catholic Clergy. *Journal of Child Sexual Abuse*, 17(3/4), 201-215.
- 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.
- Reading, R., et al. (2009) Promotion of children's rights and prevention of child maltreatment. *Lancet*, 373, pp: 332-343.
- 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.
- State of Washington Office of the Family and Children's Ombudsman (2005) *Sirita Sotelo Fatality Review*. (August).

State of Washington Office of the Family and Children’s Ombudsman (2005) *Justice and the Raiden Robinson Fatality Review* (April).

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>

Welchans, S. (2005) Megan’s Law: Evaluations of sexual offender registries. *Criminal Justice Policy Review*. 16, 2, 123-140.

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.

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.

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.

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.

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.

COURSE CALENDAR AND ASSIGNMENTS

DATE	TOPIC	ASSIGNMENTS--- Detailed Information available in weekly materials
Week One Jan 22- 28	<p>Overview and Understanding the problem of Child Maltreatment (CM)</p> <p>The discovery and social construction of CM.</p> <p>Definitions, law, extent and prevalence of CM.</p>	<p>Examine the syllabus and materials and become familiar with the course requirements. Plan your approach to the reading and assignments. Read the Welcome Letter in the “Start Here” section of the course and please post your introduction ASAP.</p> <p>Opening week discussion topic: Read a newspaper article or view other media and answer the question: How does society define, construct, and respond to the form of maltreatment discussed in the article?</p> <p>Think about an area in which you will become a content expert for this course (e.g., severe physical and fatal child abuse—prevention, investigation or intervention; sexual abuse and exploitation of teens – community response; and child neglect and abandonment – or another approved topic.) You will need to select your topic by Feb 6th.</p> <p>Initial Discussion Board posts (2) to be posted by Thurs. Jan 24th at 9 PM and your required response to at least one other classmates' posting must be made by the Monday Jan 28th at 7 PM.</p> <p>The first Chat (optional) is scheduled for Monday Jan. 28th at 7 PM</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:</p> <p>"An introduction to child abuse" by Duncan Lindsey http://www.childwelfare.com/kids/caintro.htm#top Look at the Child maltreatment data sheet http://www.cdc.gov/ncipc/dvp/cm_data_sheet.pdf Check out this link and learn about assessing evidence –based research: http://www.cebc4cw.org/search/topic-areas/</p>

DATE	TOPIC	ASSIGNMENTS--- Detailed Information available in weekly materials
<p>Week Two Jan 29 - Feb 4</p>	<p>Overview and Understanding the problem of CM</p> <p>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) Begin Reading Gelles: <i>Book of David</i> (due Feb 12th) Also Read: Fergusson et al. (2008). Chaffin & Friedrich (2004)</p> <p>Course materials released on Tuesday at: 12:30 a.m. Initial Discussion Board comments must be posted by Thursday at 9 PM and your required response to at least one other classmates' posting must be made by the following Monday at 7 PM. Chat (optional) scheduled Monday evenings at 7 PM</p> <p>By Thursday January 31st select an area in which you will become a content expert for this course and a part of the system on which you will focus and submit a ½ page summary of your topic focus.</p>
<p>Week Three Feb 5-11</p>	<p>System response options: Identifying, Reporting, Investigating & Responding to CM;</p> <p>Criminal Justice System & Social Services; Police response and forensic investigation</p>	<p>Readings from the text: John E.B. Myers (2011) 14 (Lyon & Ahern); 19 (Pence); 20 (Saywitz et al.); 10 (Graham-Bermann & Howell) 6 (Myers) Continue Reading Gelles: <i>Book of David</i> due Feb 12th</p> <p>Also Read: Cross et al.(2005) Matthews (2008) Walsh (2005) Wood & Garven (2000)</p> <p>Course materials released on Tuesday at 12:30 a.m. Initial Discussion Board comments must be posted by Thursday at 9 PM and your required response to at least one other classmates' posting must be made by the following Monday at 7 PM. Chat (optional) scheduled Monday evenings at 7 PM</p> <p>By 9 pm on Thursday February 7th submit a list of at least 10 peer-reviewed articles for approval by the instructor.</p>
<p>Week Four Feb 12-18</p>	<p>Child Fatalities and How The System Fails</p>	<p>Readings:</p> <p>Readings from the text: John E.B. Myers (2011) 3 (DePanfilis); 4 (Myers) Gelles: <i>Book of David</i> – complete by Feb 12th</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? State Of Washington Office of the Family And Children's Ombudsman (2005)</p> <p>1.) Sirita Sotelo Fatality Review or</p> <p>2.) Justice and the Raiden Robinson Fatality Review</p> <p>Also read the following: 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: www.unh.edu/ccrc/factsheet/pdf/ChildMaltreatmentFatalitiesFactSheet.pdf http://www.childdeathreview.org/causescan.htm</p> <p>Think about: what is the problem? How do we respond and what can be done in response?</p> <p>Discussion boards open early this week. Course materials released on Tuesday at 12:30 a.m. Discussion Board comments on THE BOOK OF DAVID must be posted by Thursday at 9 PM. <u>Due to holiday your ADDITIONAL POSTING AND required response to at least one other classmates' posting is not required until TUESDAY 18th by 7pm.</u> There will be NO Chat this week (on Feb 18th)</p> <p>Midterm exam will be released on Feb 14th 2 annotated articles (1 & 2) due by 9 pm Feb 17TH and students review these by the 21st</p>

DATE	TOPIC	ASSIGNMENTS--- Detailed Information available in weekly materials
Week Five Feb 19-25	Neglect and abandonment— how system responds	Readings from the text: John E.B. Myers (2011) 7 (Hart et. al); 9 (Dubowitz) Read Gaetz (2004) Course materials released on Tuesday at 12:30 a.m. Initial Discussion Board comments must be posted by Thurs at 9 PM and your required response to at least one other classmates' posting must be made by the following Mon at 7 PM. Chat (optional) scheduled Mon evenings at 7 PM. 2 annotated articles (3&4) due by 9 pm Feb 24TH --students review these by the 28TH ***MIDTERM EXAM MUST BE COMPLETED and SUBMITTED VIA DROP BOX BY 9 PM on THURSDAY FEBRUARY 21st
Week Six Feb 26 - Mar 4	Sexual abuse and exploitation of teens (and young males) How do we improve the community response?	Read: Curtis, R et al. (2008) Dale et al. (2007) Finkelhor & Ormrod (2004) Iseley (2008) Williams (2010) Williams & Finkelhor (1990) Course materials released on Tuesday at 12:30 a.m. Initial Discussion Board comments must be posted by Thurs at 9 PM and your required response to at least one other classmates' posting must be made by the following Mon at 7 PM. Chat (optional) scheduled Monday evenings at 7 PM 2 annotated articles (5&6) due by 9 pm Mar 3rd --students review these by the 7th By Thursday Feb 28th at 9 pm submit a detailed outline of the planned paper
Week Seven Mar 5 – 18	Evidence based interventions. How do we really know what works? Interventions for Victims and Families	Readings from the text: John E.B. Myers (2011) 16 (Pollio et al.); 17 (Kirsch et al.) 5 (Myers); 6 (Myers) Read: Yaroni et al. (2010) Chaffin et al. (2004) Depanfilis & Dubowitz (2005) Also Re-read: Chaffin & Friedrich (2004) Read the materials found on this website—especially any relevant to your research paper: http://www.cachildwelfareclearinghouse.org/ Course materials released on Tuesday March 5th at 12:30 a.m. and your required Initial Discussion Board comments must be posted by Thurs. Mar 7 th at 9 PM. The following week is Spring break and no assignments are due between March 9 and 17 th but feel free to make postings and continue your work. Your required response to at least one other classmates' posting is due by Mon. Mar 18 th at 7 PM. The Chat for week 7 will be on Monday March 18 th . 2 annotated articles (# 7 & 8) due by 9 pm Mar 10th -students review these by the 21st
Week Eight Mar 19-25	Interventions with Offenders Law Policy and Practice	Readings from the text: John E.B. Myers (2011) 18 (Letourneau & Levenson); Also Read: Center for sex offender management. (2008) Reading et al. (2009) Welchans (2005) Williams (2009) Course materials released on Tuesday at 12:30 a.m. Initial Discussion Board comments must be posted by Thursday at 9 PM and your required response to at least one other classmates' posting must be made by the following Monday at 7 PM. Chat (optional) scheduled Monday evenings at 7 PM 2 annotated articles (# 9 & 10) due by 9 pm on March 24th and students review these by the 28th

DATE	TOPIC	ASSIGNMENTS--- Detailed Information available in weekly materials
Week Nine Mar 26 – Apr 1	Prevention and Community Response	<p>Readings from the text: John E.B. Myers (2011) 2 (Daro).</p> <p>Also Read: Sanders et al. (2003)</p> <p>Course materials released on Tuesday at 12:30 a.m. Initial Discussion Board comments must be posted by Thursday at 9 PM and your required response to at least one other classmates' posting must be made by the following Monday at 7 PM. Chat (optional) scheduled Monday evenings at 7 PM</p> <p>Reminder your final paper is due by 9 pm on Thursday April 4th</p>
Week Ten Apr 2-6 th	Community Responses and New Policies	<p>Course materials released on Tuesday at 12:30 a.m. For your discussion post this week please submit a brief (400 word) summary of your paper by 9 pm Thursday April 4th. This is your only required discussion board post this week although you are welcome to provide feedback to authors.</p> <p>The final paper is due by 9 pm on Thursday April 4th.</p>

Student Support & Special Services

Due to the difficult nature of the material addressed in class, you may experience a need or desire to ventilate about the topic or to process some of your own personal experiences with violence. This is a completely normal and reasonable response given the subject matter. Some students find they want to discuss these feelings or experiences with a supportive friend or other adult. The online or in-person classroom is not the appropriate venue for this processing to take place and it may be more difficult to find a way to speak to the professor about these issues in an online class. You may, however, send me an email or contact me and I can elaborate on support services available. For your reference, here are a few resources you may wish to utilize:

National Crime Victims Helpline 800-FYI-CALL (8:30 a.m. – 8:30 p.m.)

National Domestic Violence Hotline 800-799-7233 (24 hour)

National Sexual Assault Hotline 800-656-HOPE (24 hour)

<http://online.rainn.org/> (online hotline)

Safelink (Massachusetts Statewide Domestic Violence hotline) 877-785-2020 (24 hour)

The Counseling Center at UML 978-934-4331 (Weekdays, 8:30 a.m.-5 p.m.)

ACADEMIC INTEGRITY --- The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his/her scholastic work. Scholastic dishonesty includes, but is not limited to: statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty can involve one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, or from any other source is unacceptable and will be dealt with under the university's policy on plagiarism. The university's academic integrity policy, which can be found on-line, will be enforced in this class. Read the Graduate Academic Integrity Policy here: http://www.uml.edu/catalog/graduate/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.

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.

<http://www.youtube.com/watch?v=Fw6NxvwP41U>

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. You may use guidelines for the APA or the ASA. A few pointers:

- All names should be inverted (last name first), followed by the author's initial(s) and a period after each initial. Separate multiple authors' names by commas. The last author in a list of two or more authors should be preceded by an ampersand (the "&" sign). List all authors in the same order in which they appear in the article.
- For the title of the article, capitalize only the 1st word and the first word following a semi-colon in the title and any proper nouns: e.g. Three strikes laws in California: Good policy or good politics?
- If you retrieve the article from an electronic source as opposed to a paper copy available in the library or through inter-library loan, refer to the APA's guidelines for instruction on how to add a notation about the electronic retrieval.
- More tips on APA style: <http://sociology.camden.rutgers.edu/curriculum/citation.htm>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

There are MANY relevant peer reviewed journals that are often cited in the criminal justice search engines available on the UML library website. (See also information on the course home page -- under "Resources" for writing your paper-- about locating peer reviewed articles.) 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