WILMINGTON UNIVERSITY
Course Syllabus

COURSE NUMBER: SOC 426 TERM:

COURSE TITLE: Responding and Investigation: Child Maltreatment

FACULTY MEMBER:

OFFICE HOURS/METHOD OF CONTACT:

THIS COURSE USES BLACKBOARD TECHNOLOGY. STUDENTS SHOULD FAMILIARIZE THEMSELVES WITH BLACKBOARD AND CHECK THE ACCURACY OF THEIR WILMINGTON COLLEGE EMAIL ADDRESSES. BLACKBOARD WILL BE USED TO COMMUNICATE CLASS-RELATED INFORMATION TO STUDENTS.

COURSE DESCRIPTION:

This course is the second course into child advocacy. The focus of the course is on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student’s knowledge and skills in identifying, investigating and prosecuting child maltreatment. Students majoring in criminal justice, education, behavioral science, nursing, and other areas where knowledge of child maltreatment investigation and advocacy are necessary will receive competency based skills training such as forensic interviewing, documentation, etc.

II. RATIONALE:

Professionals working in fields of education, nursing, criminal justice and human services routinely interact with children and families. Increasingly, professionals are expected to recognize and to effectively intervene into suspected child abuse and neglect situations. But such intervention requires understanding and critical analysis. This course will assist students to evaluate the critical elements of suspected abuse and neglect and prepare them to be competent practitioners.

V. INSTRUCTIONAL GOALS:

GOAL A: Understand the criteria used by state child protection agencies and law enforcement into alleged maltreatment

Learning Outcomes: The student will:
A-1: Describe the initial response by professionals to child maltreatment
A-2: Identify state statutes and investigative process that guide work in the field

GOAL B: Understand the system response between civil and criminal proceedings
Learning Outcomes: The student will:

B-1: Analyze the different roles of the multidisciplinary team
B-2: Describe the investigative process
B-3: Identify the roles of other professionals including medical, educational, mental health personnel and other mandated reporters

GOAL C: Become knowledgeable about the complexities of working in the field of child maltreatment.

Learning Outcomes: The student will:

C-1: Demonstrate the beginning interviewing skills needed for child maltreatment investigation and prosecution, using developmentally-appropriate questions
C-2: Explain the courtroom procedures, standards of evidence, and other trial-related issues
C-3: Recognize issues related to child witnesses such as recantation, suggestibility, memory, and the impact of multiple interviews
C-4: Understand preparation of prosecution witnesses and the effects of child treatment and testifying on the child
C-5: Understand perpetrator issues such as characteristics of perpetrators, interviewing the perpetrator, legal charges, etc.
C-6: Explain how issues of race, class, sexual orientation, religion, gender, poverty and social justice influence investigation of child maltreatment

GOAL D: Understand values and perceptions and the impact those could have on practice.

Learning Outcomes: The student will:

D-1: Recognize their values and beliefs and gain insight on how they may interfere with objectivity when working with a client
D-2: Analyze case studies to review and problem-solve options using sound reasoning
D-3: Distinguish between actual fact, and interpretation of an incident offered as fact
D-4: Evaluate case decisions based on strengths, weaknesses and possible biases.
D-5: Identify needed support systems for the child and the family and access child placement needs
D-6: Demonstrate the skills needed to serve as an effective child advocate throughout the investigative process

GOAL E: Use appropriate written and oral communication skills.

Learning Outcomes: The student will:

E-1: Communicate information orally using acceptable standard American English grammar
E-2: Present written information using standard APA style