Department:

Early Childhood

Course Description:

This course focuses on the categories of child abuse and neglect as well as the signs and symptoms of the various types of abuse and neglect. The course will cover appropriate responses to suspected abuse or neglect and what to do in the event of child disclosure. Kansas mandated reporter laws are also discussed. This course is instructor-led and interactive through discussions and assignments in course discussion boards.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Define and identifying the signs and symptoms of child abuse and neglect.
2. Recognize the signs, symptoms, and effects of shaken baby syndrome and abusive head trauma.
3. Recognize and explain appropriate and inappropriate responses to suspected abuse or neglect and child disclosure.
4. Explain Kansas laws as applied to mandated reporters, what information is required to make a report, and what the penalties are for mandated reporters failing to make a report of suspected child abuse or neglect.

Course Content:

Note: The Assignments listed are required to receive credit for the course. The Activities are recommended but not required.

A. Session 1 – Introduction
   1. Welcome
   2. Goals and Objectives
   3. Syllabus
   4. Calendar
   5. Instructor information
   6. Assignment: Introductions
   7. Assignment: Pre-Test

B. Session 2 – Background on Abuse and Neglect
   1. First Recorded Case of Child Abuse (Mary Ellen Wilson)
   2. Statistics
   3. Costs of Child Abuse and Neglect (PCAA)
   4. Definitions of Abuse and Neglect
   5. Additional Definitions
6. Unsubstantiated vs. Substantiated
7. Perspective of Abuse
8. Cultural Awareness
9. Risk Factors
   a. Parent or Caregiver Factors
   b. Family Factors
   c. Child Factors
   d. Environmental Factors
10. Protective Factors
11. Focus on Protective Factors
12. Observation
13. Assignment: Supporting Families

C. Session 3 – Categories of Abuse and Neglect
1. Your Role and Words of Caution
2. Physical Abuse
   a. Definition
   b. Identifying Signs and Symptoms of Physical Abuse
   c. Bruises, Burns, Fractures, Abrasions
   d. Other Injuries
   e. Shaken Baby Syndrome / Abusive Head Trauma
   f. The Period of Purple Crying
   g. Assignment: Reflection Questions on SBS
   h. Physical Abuse Indicators and Determination Questions
   i. Common Household Items Used
   j. Activity: Test Your Knowledge: Situational Scenarios
3. Emotional Abuse
   a. Definition
   b. Emotional Abuse Fact Sheet
   c. Emotional Abuse Indicators, Behaviors, and Video
   d. Determination Questions
   e. Activity: Test Your Knowledge: Situational Scenarios
4. Sexual Abuse
   a. Definition
   b. Sexual Abuse Fact Sheet
   c. Sexual Abuse Indicators and Behaviors
   d. Mental Health Effects of Sexual Abuse
   e. Sexual Abuse Victim Impact
   f. Activity: Test Your Knowledge: Situational Scenarios
5. Neglect
   a. Definition
   b. Neglect Behaviors and Indicators
   c. Neglect Cases
   d. Activity: Test Your Knowledge: Situational Scenarios
ECH 101 – Recognizing Child Abuse and Neglect
Prerequisite: None
1 Credit Hour (Online)

6. General Effects from Abuse or Neglect
7. **Assignment:** Impact of Abuse

D. Session 4 – The Disclosure Process
   1. Responding to Concerns
   2. **Assignment:** Exploring Concerns
   3. Criteria for Determining Abuse
   4. Distinguishing Injury from Accident
   5. Distinguishing Abuse and Corporal Punishment
   6. Child Abuse and Neglect Continuum
   7. When a Child Discloses Abuse
   8. **Activity:** Appropriate Responses
   9. The Disclosure Process: A Summary of Indicators
   10. Child Development Factors
   11. Responding to Disclosure
   12. Disclosure Dos and Don’ts
   13. Observations, Documentation, and Confidentiality
   14. Communicating with Parents
   15. Acknowledging Your Reactions
   16. **Activity:** Test Your Knowledge
   17. **Assignment:** Critiquing a Case Study

E. Session 5 – Mandated Reporting
   1. Mandated Reporters
   2. Kansas Mandated Reporter Law
   3. Defining “Reason to Suspect”
   4. Child In Need of Care: Non Abuse/Neglect
   5. Pregnant Women Using Substances
   6. Making a report
   7. Failing to Make a Report
   8. Special Note About Policies
   9. What If...
   10. Confidentiality
   11. Information Gathered
   12. Six Domains of Family Life
   13. Reporter Information
   14. What Happens Once a Report is Made
      a. Assigned or Not Assigned
      b. Response Time and Safety Determination
      c. Completing Investigations
      d. Findings
      e. Registry
   15. How the Child Welfare System Works
   16. **Activity:** Test Your Knowledge: Situational Scenarios
   17. **Assignment:** Responding and Reporting
F. Session 6 – Wrap-Up Session
   1. Bringing It All Together
   2. Commonly Asked Questions
   3. Safety Checklists
   4. Final Case Studies
   5. **Assignment**: Final Case Critique
   6. **Assignment**: Post Test Assessment
   7. **Assignment**: Course Evaluation
   8. Closing

### Learning Assessments:

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<thead>
<tr>
<th>Session Number and Assignment</th>
<th>Optional</th>
<th>Required</th>
<th>Have I done this? Check Box</th>
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<td><strong>Session 1 - Introduction</strong></td>
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<td>Pre-Test Assessment</td>
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<td>Introductions (Discussion Board)</td>
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<td><strong>Session 2 – Background on Abuse and Neglect</strong></td>
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<td>Supporting Families (Discussion Board)</td>
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<td>Exploring Concerns (Discussion Board)</td>
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<td>Activity: Appropriate Responses</td>
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<td>Critiquing a Case (Email Assignment)</td>
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<td>Evaluation (Online Assignment)</td>
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Instructional Materials:

All materials are located online within the course and are available for students to print. Students are not required to purchase any additional books or materials for the course.

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

On-Campus Students: At enrollment, any on campus student may complete a form that will allow them to self-identify any disability.

Off-Campus Regional Students: Self-identify your disability and accommodation needs with the Regional Coordinator and/or instructor, preferably prior to the first class meeting.

Online Students: Self-identify your disability and accommodation needs by contacting the Disabilities Coordinator. Students must provide their own programs to allow accessibility on their home computer.

Any student may also identify their disability by completing an online form located on the HCC homepage under Students Services/Resources/Disabilities. Questions should be directed to the Disabilities Coordinator.