

Argosy University
COURSE Syllabus
PP7332
Child Abuse Assessment and Reporting
Spring 2009

Faculty Information

Faculty name: Emily Harris, Ph.D

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Office hours: Tuesday, Wednesday, Thursday by appointment

Course description:

This course presents current child abuse reporting laws and concentrates on the assessment of child abuse. Role play is utilized to demonstrate effective techniques in the assessment of child abuse. Clinical issues related to the reporting of child abuse are discussed. *This is a required course for licensure in California.*

Course prerequisites: None

Required Text:

Child Abuse and Neglect Reporting Law: Issues and Answers for Mandated Reporters
See attached list of references for more information.

Course length: 8 hours

Contact hours: 8 hours

Credit value: 0 credit

Course Relevant Program Outcomes, Competencies and Objectives

Goal 1: The preparation of professionals who are capable of delivering effective and ethical diagnostic and assessment services to a diverse set of clients.

Objective b: Students will acquire an understanding of the current body of knowledge that underlies the practice of diagnostic testing and assessment.

Competency b: Students must be able to demonstrate an understanding of the current body of knowledge that underlies diagnostic testing and assessment.

Objective d: Students will acquire an understanding of the current body of knowledge regarding how issues of diversity affect the practice of testing and assessment.

Competency d: Students must demonstrate knowledge of diverse cultural groups, applicability and limitations of standardized testing instruments, and an awareness of self as a cultural being and in relationships with persons of diverse backgrounds. Students must demonstrate skills in assessment and diagnosis that include an understanding of diverse cultural groups.

Objective e: Students will acquire an understanding of the current body of knowledge regarding the ethical issues surrounding testing and assessment.

Competency e: Students will demonstrate an understanding of the current body of knowledge regarding the ethical issues surrounding testing and assessment.

Course Objectives

By the time students complete this course, they will be able to do the following:

- Define categories of child abuse and neglect as outlined in the California Child Abuse and Neglect Reporting Law.
- Differentiate intentional abuse from accidental injury.
- Identify the impact and consequences of abuse and neglect.
- Explain when, why and how to make a child abuse report.
- Practice involving a parent in making a report.
- Identify cross-cultural issues in the assessment of child abuse and neglect.
- Describe ethical considerations in making reports.
- Recognize and explore issues of countertransference related to reporting child abuse.
- Discuss current, evidence-based research concerning issues of child abuse assessment and reporting.

Assignment Table

Time	Topics and readings	Activities
800-12:30	Topics: <ul style="list-style-type: none"> • Course overview • Introduction: Thoughts and feelings about abuse and abusers 	Group discussion
	<ul style="list-style-type: none"> • What is child abuse? Video: <i>Broken Child: Case Studies of Child Abuse</i> 	Group viewing and discussion
	<ul style="list-style-type: none"> • Review of CA Child Abuse and Reporting Law: • Definitions of abuse and neglect; • Assessing abuse and neglect 	Review of Law Group discussion
	Cross-cultural issues to consider in assessment of abuse and neglect	Group discussion
12:30-1:30	Lunch	
1:30-5:00	<ul style="list-style-type: none"> • Mandated reporter: countertransference check <u>Part A:</u> (10 minutes) Write your thoughts and feelings about the following questions: a) Imagine yourself in the role of mandated reporter of child abuse and neglect. What issues will make this task more difficult for you? What needs to happen for you to feel comfortable with this responsibility? How do you imagine your report will impact therapy? b) Compare and contrast two roles: reporter and therapist. Can they co-exist? How? c) How do you imagine you might react if you recognized that you had reasonable suspicion that one of your favorite adult clients was abusing her or his child? 	Individual writing

1:30-5:00 (cont)	Topics: <ul style="list-style-type: none"> Mandated Reporter: Part B (10 minutes) Discuss your reactions from Part A with a partner. Share only what you feel comfortable sharing. Come back to class to discuss what you discovered. 	Partner exercise Group discussion
	<ul style="list-style-type: none"> Immunity, safeguards, penalties 	Group discussion
	<ul style="list-style-type: none"> Basics of reporting 	Group discussion
	<ul style="list-style-type: none"> Decision-making model: options Offer client option to give report to CPS with you Offer option for you to report while they listen Offer to report while they wait in another room Reaffirm mandate and intent to report after session 	Group discussion
	<ul style="list-style-type: none"> View video of uncovering abuse with parent (15 min) 	Group viewing and discussion
	<ul style="list-style-type: none"> Role-play discussing and reporting abuse with a parent (15 min) 	Partners role play
	<ul style="list-style-type: none"> Class debrief and discussion 	Group discussion
	<ul style="list-style-type: none"> View video uncovering and reporting with a child (15 min) 	Group viewing and discussion
	<ul style="list-style-type: none"> Written reports of child abuse and neglect 	Group discussion
	<ul style="list-style-type: none"> Prevention and treatment 	Group discussion
	<ul style="list-style-type: none"> Resources 	
	<ul style="list-style-type: none"> Course evaluation 	

CHILD ABUSE AND NEGLECT ASSESSMENT AND REPORTING: THE ESSENTIAL RESOURCES

American Psychological Association 2002 *Ethical Principles and Code of Conduct* [Download from the website: <http://www.apa.org/ethics/>] You need to always stay aware of how your ethical obligations and legal mandates interact.

Child Protection Program Forms

Office of the Attorney General, State of California Department of Justice

<http://caag.state.ca.us/childabuse/forms.htm>

If you have left your agency or worksite and realize you need to make a report (written report due within 36 hours), use this site to obtain the appropriate form for reporting child abuse (see sample in handouts), keep a copy for your agency, and a copy for the child's file (or whatever agency policy states).

Form Number

Form Title

[SS 8572](#)

Suspected Child Abuse Report Form. For use by mandated reporters to notify a reporting agency (local law enforcement, county probation or county welfare department) about suspected cases of child abuse. Also may be used to cross-report to another reporting agency. [Instructions](#). Are also available on this website.

California Child Abuse and Neglect Reporting Act

<http://www.safestate.org/documents/child%20abuse%20handbook%20chap%207-9,appen1,2.pdf>

Print out *Appendix II California Child Abuse and Neglect Reporting Act* (pages 25-56 of the pdf document, a.k.a. pp. 91-122 of the **Child Abuse Prevention Handbook** available at the SAFESTATE website listed below) for an easier-to-read version of Penal Code, Article 2.5 than what you would find in the state laws. The sections even have subtitles!

SELECTED WEBSITES: CHILD ABUSE ASSESSMENT, REPORTING, TREATMENT, AND ASSOCIATED FACTORS

There is a wealth of resources available on the internet. The following websites were chosen for their quality, comprehensive coverage of relevant issues, and because they were frequently linked in other websites

The California child abuse and neglect reporting law: Issues and answers for mandated reporters

<http://www.dss.cahwnet.gov/pdf/PUB132.pdf>

[PUB 132 \(01/05\) - Child Abuse Reporting Law](#)

California Department of Social Services, Office of Child Abuse Prevention

Child abuse reporting. . . and you. What happens when a report is made?

<http://www.dss.cahwnet.gov/pdf/PUB129.pdf>

[PUB 129 \(01/04\) - Child Abuse Reporting And You - What happens When A Report Is Made?](#)

Child Abuse Mandated Reporter Training - California

<http://www.sonoma.edu/cihs/mr/>

The California Institute on Human Services, Sonoma State University, offers a variety of online training modules focused on child abuse mandated reporting. The following training modules are available at this

time: **General Training** (not profession specific), **Child Care Workers**, **Clergy**, **Educators**, **Pre/Post Licensed MFTs/LCSWs**, **Probation Officers**. It is strongly recommended that as psychologists in training, you take the two modules in bold and underlined. If you work in settings with the other professions, then it is suggested that you also review those modules.

National Clearinghouse on Child Abuse and Neglect Information

<http://nccanch.acf.hhs.gov/>

The [National Clearinghouse on Child Abuse and Neglect Information](http://nccanch.acf.hhs.gov/) (NCCANCH) was established in 1974 by the Child Abuse Prevention and Treatment Act to collect, organize, and disseminate information on all aspects of child maltreatment. The legislation that established a [national clearinghouse for information relating to child abuse](#) is available online. The National Clearinghouse on Child Abuse and Neglect Information connects professionals and concerned citizens to timely and well-balanced information on programs, research, legislation, and statistics regarding the safety, permanency, and well-being of children and families.

The Role of Mental Health Professionals in the Prevention and Treatment of Child Abuse and Neglect
Marilyn Strachan Peterson & Anthony J. Urquiza (1993)

<http://nccanch.acf.hhs.gov/pubs/usermanuals/menthlth/menthlth.pdf>

Parents Anonymous, Inc.

<http://www.parentsanonymous.org/> Parents Anonymous encourages all parents to ask for help early to effectively break the cycle of abuse. Parents Anonymous groups meet in local community centers, churches, schools, housing projects, shelters, and prisons. Parents Anonymous also operates local 24-hour hotlines.

Prevent Child Abuse America

<http://preventchildabuse.org> Prevent Child Abuse America promotes healthy parenting and community involvement as effective strategies for preventing all forms of child abuse. The organization's nationwide network of chapters and local affiliates work to implement direct service programs in hundreds of communities.

Child Abuse and Neglect Information Packet

http://nccanch.acf.hhs.gov/pubs/can_info_packet.pdf By the National Clearinghouse on Child Abuse and Neglect Information (2004) – 30 pages. This information packet includes fact sheets about child maltreatment and the services available from the National Clearinghouse on Child Abuse and Neglect Information and the National Adoption Information Clearinghouse. The fact sheets review the definitions of maltreatment, child abuse and neglect prevention, and provide statistical information about the prevalence of child abuse and neglect and the characteristics of victims and offenders. Lists of hotlines, state agencies, and other organizations that disseminate information about family and domestic violence and substance abuse also are inserted.

Website for California Statutes

<http://www.leginfo.ca.gov/calaw.html>

California Law consists of 29 codes, covering various subject areas, the [State Constitution](#) and [Statutes](#). Information presented reflects laws currently in effect. All California Codes have been updated to include the 2004 Statutes.

Child Abuse Training & Technical Assistance Centers

<http://www.cattacenter.org/>

The Children's Section of the Office of Emergency Services, Criminal Justice Programs Division (OES) and the Office of Child Abuse Prevention (OCAP) fund two training centers: The Northern and Southern

California Child Abuse Training and Technical Assistance (CATTAs) Centers. The aim of the collaboration between OES (formerly the Office of Criminal Justice Planning), OCAP and the two CATTAs Centers is to ensure that every child and family in California has access to state-of-the-art prevention, investigation, diagnosis, treatment, and prosecution of child maltreatment. CATTAs provides training and technical assistance to child abuse prevention councils; multi-disciplinary interview centers or teams; child abuse prevention, intervention and treatment service providers; community-based family resource and support centers; family preservation programs; and the State Children's Trust Fund projects. CATTAs has established and supports eight Regional Resource Consortia to build the capacity of the local communities to address issues of child maltreatment.

Safe Network: California's Domestic Violence Resource.

<http://www.safenetwork.net/links.cfm>

The goal of the SafeNetwork Website is to provide crucial web-based resources for domestic violence agencies and prevention programs in California.

ACT—Adults and Children Together—Against Violence

<http://www.actagainstviolence.com/about/what/index.html>

ACT—Adults and Children Together—Against Violence is a violence prevention project that focuses on adults who raise, care for, and teach young children ages 0 to 8 years. It is designed to prevent violence by helping these adults to be positive role models and learn the skills to teach young children nonviolent ways to resolve conflicts, deal with frustration, and handle anger. (Partially funded by APA.)

American Psychological Association

The APA website is a wonderful resource on many topics. Each time I surf through the site I discover yet another interesting article or webpage. I included three of the pages I thought might be of interest to you.

- ❖ Front Matter for A Guide for Including Information on Child Abuse and Neglect in Graduate and Professional Education and Training
<http://www.apa.org/pi/gradfront.html>
- ❖ Resolution on the Maltreatment of Children with Disabilities
<http://www.apa.org/pi/cdip/maltreatment.html>
- ❖ Protecting Our Children from Abuse and Neglect
<http://www.apa.org/pi/pii/abuse.html>

California Safe from the Start (SFTS) Initiative

<http://www.safefromthestart.org/>

The California Safe from the Start (SFTS) Initiative is a comprehensive strategy to assist communities in reducing the impact of violence on children. The initiative targets children ages 0 to 18 with an emphasis on children ages 0 to 5, who have been exposed to family, school and/or community violence.

SAFESTATE

<http://www.safestate.org/index.cfm?navID=2>

SAFESTATE is designed to be a window to the critical challenges and opportunities relating to crime and violence prevention in California. Focus areas include children exposed to violence, child abuse, youth violence, school safety, hate crimes, domestic violence, elder abuse, community policing, high-tech crimes and a wide range of other important topics. If you cannot find your area of interest in the menu bar on the left, please choose "Other." For downloadable publications, visit www.safestate.org/publications. Publications include the following: **Abuse of Children with Disabilities, Child Abuse, Child Abuse and Neglect Reporting Law, Condensed Version 2004 – PDF, Child Abuse Prevention Handbook** (a practical guide for those who work in the

field of child abuse and neglect), **Child Abuse: Educator's Responsibilities – PDF**, and **Child Deaths in California, 1996-98**.

National Crime Victims Research and Treatment Center

<http://www.nationalcac.org/professionals/publications>

Child Physical and Sexual Abuse: Guidelines for Treatment (Revised Report: April 2004)

Developed by the National Crime Victims Research and Treatment Center at the Medical University of South Carolina and the Center for Sexual Assault and Traumatic Stress at the Harborview Medical Center, University of Washington, with funding by OVC, these new guidelines recommend specific mental health treatment protocols—based on sound theory and clinical-anecdotal literature—to improve the treatment of child physical and sexual abuse. This document is available electronically from the [National Victims Research and Treatment Center Web site](#). [PDF](#) (430 kb)

National Children's Advocacy Center

<http://www.nationalcac.org/>

The mission of the National Children's Advocacy Center is to model and promote excellence in child abuse response and prevention.

Basic Clinical Practices: Treating Child Sexual Abuse Trauma--Resource guide: For therapists working with child sexual abuse victims

http://www.nationalcac.org/professionals/publications/complete_guide.pdf

The Child Trends DataBank

<http://www.childtrendsdatbank.org/>

The DataBank Delivers: Continuously updated trend data with the latest national estimates for all indicators, Plain language reporting on trends and population subgroup differences informed by existing research; Color graphics and tables that can be downloaded directly into reports and presentations; PDF files for each indicator containing text, graphics, and tables in a concise and attractive format; Links that provide organized access to additional information available for each indicator including: State, local, and international estimates; Selected current research; Original source documents; National goals (where applicable); DataBank Estimates Come from Reliable Sources. It also includes: Federal reports and Web sites; Original analyses of national data sets by Child Trends staff, a nationally respected non-partisan, non-profit research firm.

CulturedMed

<http://www.sunyit.edu/library/html/culturedmed/>

The Peter J. Cayan Library at SUNY Institute of Technology is the home of "CulturedMed", a web site promoting culturally-competent health care for refugees and immigrants. The library also houses a research center containing relevant print materials. However, not all materials on the bibliographies are owned by the SUNY Institute of Technology Library. This web site was initiated and is updated periodically by Jacquelyn Coughlan, M.S., M.L.S., SUNY Institute of Technology library in Utica, NY. The bibliographies and links found on the web site contain items that discuss health beliefs or ethnographic information about various ethnic groups. All entries are in English.

Culture and Domestic Violence:

<http://www.sunyit.edu/library/html/culturedmed/bib/domestic/index.html>

Child Welfare League of America (CWLA)

<http://www.cwla.org/>

The Child Welfare League of America (CWLA), the nation's oldest and largest membership-based child welfare organization, has been known and respected as a champion for children since 1920. Our primary objective,

and the title of both our current strategic plan and our National Framework for Community Action, is *Making Children a National Priority*. To do that, we must engage all Americans in promoting the well-being of children and young people and protecting them from harm. CWLA is an association of 1,000 public and private nonprofit agencies that assist over 3.5 million abused and neglected children and their families each year with a wide range of services.

REFERENCES: CHILD ABUSE ASSESSMENT, REPORTING, TREATMENT, AND ASSOCIATED FACTORS

THERAPISTS' RESOURCES:

- Ater, M. K. (2001). Play therapy behaviors of sexually abused children. In G. L. Landreth (Ed.), *Innovations in play therapy: Issues, process, and special populations* (pp. 119-129). Philadelphia, PA: Taylor & Francis.
- Butler, S. (1985). *Conspiracy of silence: The trauma of incest*. Volcano, CA: Volcano Press, Inc.
- Crisci, G., Lay, M. & Lowenstein, L. (1997). Paper dolls and paper airplanes: Therapeutic exercises for sexually traumatized children. Charlotte, NC: KIDSRIGHTS.
- Deblinger, E. & Heflin, A. H. (1996). *Treating sexually abused children and their nonoffending parents: A cognitive behavioral approach*. Thousand Oaks, CA: Sage Publications.
- Doyle, J. S. & Stoop, D. (1999). Witness and victim of multiple abuses: Case of Randy, age 10, in a residential treatment facility, and follow-up at age 19 in prison. In N. B. Webb (Ed.), *Play therapy with children in crisis: Individual, group, and family therapy* (2nd ed.) (pp. 131-164). New York, NY: Guilford Press.
- Everstine, D. S. & Everstine, L. (1989). *Sexual trauma in children and adolescents: Dynamics and treatment*. New York, NY: Brunner/Mazel.
- Fontes, L. A. (2005). *Child abuse and culture: Working with diverse families*. New York, NY: Guilford Press.
- Friedrich, W. N. (1990). *Psychotherapy of sexually abused children and their families*. New York, NY: W.W. Norton & Co.
- Gallo-Lopez, L. (2000). A creative play therapy approach to the group treatment of young sexually abused children. In H. G. Kaduson & C. E. Schaeffer (Eds.), *Short-term play therapy for children* (pp. 269-295). New York, NY: Guilford Press.
- Gil, E. (1988). *Treatment of adult survivors of childhood abuse*. Walnut Creek, CA: Launch Press.
- Gil, E. (1991). *The healing power of play: Working with abused children*. New York, NY: Guilford Press.
- Gil, E. (1996). *Systemic treatment of families who abuse*. San Francisco, CA: Jossey-Bass Publishers.
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- Harway, M. & Hansen, M. (1994). *Spouse abuse: Assessing & treating battered women, batterers, & their children*. Sarasota, FL: Professional Resource Press.
- Homeyer, L. E. (2001). Identifying sexually abused children in play therapy. In G. L. Landreth (Ed.), *Innovations in play therapy: Issues, process, and special populations* (pp. 131-154). Philadelphia, PA: Taylor & Francis.
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- Karp, C. L., Butler, T. L. & Bergstrom, S. C. (1998). *Treatment strategies for abused adolescents: From victim to survivor*. Thousand Oaks, CA: Sage Publications.
- Kendall-Tackett, K. (Ed.). (2004). *Health consequences of abuse in the family: A clinical guide for evidence-based practice*. Washington, DC: American Psychological Association.
- Koenig, L. J., Doll, L. S., O'Leary, A. & Pequegnat, W. (Eds.). (2004). *From child sexual abuse to adult sexual risk: Trauma, revictimization, and intervention*. Washington, DC: American Psychological Association.
- Lyman, R. D. & Hembree-Kigin, T. L. (1994). *Mental health interventions with preschool children* (Chapter 11. Child abuse, pp. 199-218). New York, NY: Plenum Press.
- Malley-Morrison, K. & Hines, D. (2004) *Family Violence in a Cultural Perspective: Defining, Understanding and Combating Abuse*. Thousand Oaks, CA: Sage Publications
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- McCanan, I. L. & Pearlman, L. A. (1990). *Psychological trauma and the adult survivor: Theory, therapy, and transformation*. New York, NY: Brunner/Mazel.
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CHILDREN'S BOOKS & RESOURCES: Bibliotherapy is one of the richest stimuli for children when trying to access a discussion about abuse that has occurred or helping a child learn skills for prevention of further abuse. Here are the books I happen to own and use with my clients. [Keep your eyes open in used books stores for these. They are often available!]

- Aboff, M. (1996). *Uncle Willy's tickles*. Washington, DC: Imagination Press. [This publisher is associated with APA and can be accessed through the book store on www.apa.org. Keep your eye on this publisher for books useful in therapy with children.]
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- Freeman, L. (1982). *It's my body: A book to teach young children how to resist uncomfortable touch*. Seattle, WA: Parenting Press, Inc. [I have used this book successfully with children as young as three years old.]
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ADOLESCENTS:

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PARENTS:

Hagans, K. B. & Case, J. (1988). *When your child has been molested: A parent's guide to healing and recovery*. New York, NY: Lexington Books.

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Kraizer, S. (1996). *The safe child book: A commonsense approach to protecting children and teaching children to protect themselves—For children from 3 to 16*. New York, NY: Fireside.

McKay, M., Paleg, K., Fanning, P., & Landis, D. (1996). *When anger hurts your kids: A parent's guide*. Oakland, CA: New Harbinger Publications.

ADULTS ABUSED AS CHILDREN:

Bass, E. & Davis, L. (1993). *Beginning to heal: A first book for survivors of child sexual abuse*. New York, NY: Harper Perennial.

Bass, E. & Davis, L. (1994). *The courage to heal: A guide for women survivors of child sexual abuse* (3rd ed.). New York, NY: Harper & Row, Publishers.

Bass, E. & Thornton, L. (Eds.). (1983). *I never told anyone: Writings by women survivors of child sexual abuse*. New York, NY: Harper Perennial.

Davis, L. (1990). *The courage to heal workbook: For women and men survivors of child sexual abuse*. New York, NY: Harper & Row, Publishers.

Davis, L. (1991). *Allies in healing: When the person you love was sexually abused as a child: A support book for partners*. New York, NY: Harper/Collins Publishers.

Gil, E. (1988). *Outgrowing the pain: A book for and about adults abused as children*. New York, NY: Dell Publishing. [I can't seem to hold onto one of these. Clients who have "borrowed" them read and re-read them and never return them!]

Gil, E. (1992). *Outgrowing the pain together: A book for spouses and partners of adults abused as children*. New York, NY: Dell Publishing.

Lew, M. (2004). *Victims no longer: The classic guide for men recovering from sexual abuse* (2nd ed.).

Maltz, W. (2001). *The sexual healing journey: A guide for survivors of sexual abuse* (Revised ed.). New York, NY: HarperCollins Publishers. [It is time for me to get a new copy. I have "loaned" out copies to clients who, shall we say, have been very reluctant to let go of them. A very hopeful and useful book.]

Maltz, W. & Holman, B. (1987). *Incest and sexuality: A guide to understanding and healing*. Lexington, MA: Lexington Books.

Morris Center for Healing from Child Abuse. (1995). *Survivor to thriver: Manual and workbook for adult survivors of child abuse who want to move-on with their lives*. San Francisco, CA: The Norma J. Morris Center for Healing from Child Abuse. [This manual is available for free on the website at: <http://www.ascasupport.org/2201a-sur-to-thr.htm>. I have used it successfully to help people move from the stuck feeling of being a survivor and always looking to the past toward the hopeful place of thriver and looking to the future.]

Napier, N. J. (1993). *Getting through the day: Strategies for adults hurt as children*. New York, NY: W. W. Norton.

Sanford, L. T. (1990). *Strong at the broken places: Overcoming the trauma of childhood abuse*. New York, NY: Avon Books.